

**Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY**

System Name: Alcoa City Schools

0051

Category **GS** **1**

Strategy

The Alcoa City Schools System intends to increase implementation of our "Child Find" procedures for the purposes of reaching more diverse groups.

Summary of Actions

During fall of the 2004-2005 school year, ACS increased "Child Find" media coverage in the following ways:

- (1) from 2/23/04 until 3/12/04 Preschool Roundup information ran on the ACS information Bulletin Board on the local channel 3.
- (2) in May, 2004, the ACS special education child find notice was placed in the Legal section of the Maryville Daily Times.
- (3) child find notice for ACS Developmental Preschool Program was placed on the Channel 3 Information Bulletin Board and on the ACS web site in September, 2004
- (4) notices for the ACS Developmental Preschool Luncheon and Open House were posted throughout the Alcoa Elementary School building in March, 2004
- (5) ACS Developmental Preschool child find notices were sent home with all AES students on 12/15/04.

In the spring of 2004, ACS Child Find Project brochures were mailed or placed in many locations within the Alcoa and Blount County communities, including the following diverse locations:

- | | | |
|--|--|------------------|
| * Bethel Day Care | * Boys and Girls Club of Blount County | * Pine Trace Inn |
| * Kiddie Korner Parks and Rec. Preschool Program | * Springbrook Recreation Center | |
| * Douglas Cherokee Head Start | * Camelot Care Centers | |

During September, 2004, additional mailings and visits were made to these locations:

- | | | |
|--|----------------------------------|------------------------|
| * Blount County Children's Home | * Community Food Connection | * Habitat for Humanity |
| * Peninsula Rainbow Nursery Services | * Douglas Cherokee Head Start | * Meadowwood Apts. |
| * Boys and Girls Club of Blount County | * Martin Luther King Rec. Center | |

The development of the ACS Early Intervention Transition Plan (which is a critical part of child find) began fall, 2003. The plan was reviewed with Interagency Council members (Success by Six, TEIS, LTVEC Birth – 3 program, Blount County Resource Center, Appalachian Therapy Ctr.) at the Nov. 14, 2003 meeting. Review and revision of the plan took place in Spring, 2004 by ACS child find staff. Concurrently, ACS Developmental Preschool Coordinator conducted child find outreach in various diverse locations within the Alcoa community (as reflected in 'b', 'e', and 'g' of this P.I.P).

During the fall of 2004, TCAP scores in grades K-3 were reviewed to identify students scoring at or below the 10th percentile in reading, math, or language (note: scores in grades 4-8 were reviewed during fall of 2003). Once identified, these students were brought before the school support team to be reviewed by S-team members and classroom teacher(s).

Also during the fall of 2004, Gifted Screenings were conducted in grades 3 and 6. TCAP scores were reviewed in these two grades to identify students scoring at or above the 90th percentile in one of the core skill areas of reading, math, or language. In addition to looking at TCAP scores, teacher ratings were obtained using the Classroom Screening Summary. Students scoring high on both these screenings were referred for an individual gifted screening. Individual screenings were conducted on nine 3rd grade students, resulting in 1 of the 9 referred for full evaluation. Seventeen 6th grade students received individual screenings with 1 of the 17 referred for full evaluation.

During spring, 2004, the ACS Developmental Preschool Coordinator expanded the school system's child find outreach to include various medical providers serving the Alcoa and Blount Count communities. Contact visits were made to Blount Memorial Hospital, East TN Children's Hosp., Good Samaritan Medical and Dental Clinics, Cedar

Friday, July 29, 2005

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***Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

System Name: Alcoa City Schools

0051

Creek Pediatrics, Maryville Pediatrics, Blount County Health Department, and U.T. Dev. And Genetics Center. (In fall, 2004, additional contacts were made to many of these same medical providers.)

During the 2004-2005 school year, the nurse serving Alcoa City Schools has made documented efforts to contact parents of students who have failed school vision and/or hearing screenings. In addition to letters sent home, she has made (or attempted to make) telephone contacts with parents. A review of her parent contact log in January, 2005, revealed she attempted to contact 49 parents by telephone and connected with a parent or family member in 38 of the 49 attempts. During several of these contacts, she was able to inform needy parents of community assistance options such as Project Insight sponsored by Wal-Mart stores. By January, 2005, she had also documented receiving 17 contacts (from parent or doctor) indicating a student's vision or hearing problem had been addressed. Her follow-up attempts and documentations are on-going.

During spring of the 2003-2004 school year and then again during fall of the 2004-2005 school year, the ACS Developmental Preschool Coordinator expanded child find efforts to include agencies that serve the minority populations within our community. Agencies contacted include the following:

** Martin Luther King Recreation Center * Boys and Girls Clubs of Blount Co.*

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***Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

**System Name:** Alcoa City Schools

**0051**

**Category**      **GS**      **11**

**Strategy**

**Summary of Actions**

(1) from 2/23/04 until 3/12/04 Preschool Roundup information ran on the ACS information Bulletin Board on the local channel 3. (2) in May, 2004, the ACS special education child find notice was placed in the Legal section of the Maryville Daily Times. (3) child find notice for ACS Developmental Preschool Program was placed on the Channel 3 Information Bulletin Board and on the ACS web site in September, 2004 (4) notices for the ACS Developmental Preschool Luncheon and Open House were posted throughout the Alcoa Elementary School building in

(2) March, 2004 (5) ACS Developmental Preschool child find notices were sent home with all AES students on 12/15/04.

b. In the spring of 2004, ACS Child Find Project brochures were mailed or placed in many locations within the Alcoa and Blount County communities, including the following diverse locations:

|                                                  |                                        |                  |
|--------------------------------------------------|----------------------------------------|------------------|
| * Bethel Day Care                                | * Boys and Girls Club of Blount County | * Pine Trace Inn |
| * Kiddie Korner Parks and Rec. Preschool Program | * Springbrook Recreation Center        |                  |
| * Douglas Cherokee Head Start                    | * Camelot Care Centers                 |                  |

During September, 2004, additional mailings and visits were made to these locations:

|                                        |                                  |                        |
|----------------------------------------|----------------------------------|------------------------|
| * Blount County Children's Home        | * Community Food Connection      | * Habitat for Humanity |
| * Peninsula Rainbow Nursery Services   | * Douglas Cherokee Head Start    | * Meadowwood Apts.     |
| * Boys and Girls Club of Blount County | * Martin Luther King Rec. Center |                        |

c. The development of the ACS Early Intervention Transition Plan (which is a critical part of child find) began fall, 2003. The plan was reviewed with Interagency Council members ( Success by Six, TEIS, LTVEC Birth – 3 program, Blount County Resource Center, Appalachian Therapy Ctr.) at the Nov. 14, 2003 meeting. Review and revision of the plan took place in Spring, 2004 by ACS child find staff. Concurrently, ACS Developmental Preschool Coordinator conducted child find outreach in various diverse locations within the Alcoa community (as reflected in 'b', 'e', and 'g' of this P.I.P).

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***Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

System Name: Alcoa City Schools

0051

Category **GS** **12**

Strategy

Summary of Actions

1. All ACS special education teachers are maintaining a log of conferences, trainings, workshops, and in-services they attend during the 2004-2005 school year. The logs were started in July and documentation will be ongoing until they are collected in May, 2005, when they will be used to complete the Year End Report. A midyear review conducted in January, 2005, indicates ACS special education staff have already participated in many in-service activities that have addressed both individual and group needs.

2. A midyear review of ACS special education teacher in-service logs in January, 2005, indicates that thus far this school year, teachers have attended several trainings addressing low-incident disabilities. Trainings attended include:

- TRIAD (Autism)
- TN Aud & Speech/Lang. Pat. Convention (velopharyngeal incompetency)
- TAG-TN Annual Conference (Gifted Education)
- De-escalating Anger (ED/Behavior)
- “What’s Wrong With This Child?” (ED/Behavior)
- Intellipics Training (Mult. Handicapped)
- Brain Injury 101: Supporting Students with TBI in the classroom

3. A midyear review of ACS special education teacher in-service logs in January, 2005, indicates the Alcoa City School System is continuing to provide in-service opportunities that address individual teacher needs. This year, ACS special education teachers have participated in the following specialized training opportunities:

- SRA Math
- SRA Reading
- Behavior Management (De-escalating Anger; What’s Wrong With This Child)
- Nova Net Training
- Easy IEP Training
- TAAS and Legal Conference
- PIAT Training
- TCAP Accommodations
- TCAP – Alt Teleconference
- TRIAD
- TN Aud. & Speech/ Lang. Pathology Convention
- Tag-TN Annual Conference
- Intellipics Training
- 2005 Annual Conf. – Special Education Early Childhood, Inclusive Practices, Secondary Transition, Prog. & Services for the Gifted, etc.)

By maintaining an attendance log and documenting all trainings ACS is able to insure those teachers working with students with low incidence disabilities are getting the appropriate training and therefore overall services to these students are improving. We project the test scores to improve as well.

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*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

**System Name:** Alcoa City Schools

**0051**

Category      **ECT**      **13**

Strategy

Summary of Actions

*During the 04-05 school year Alcoa City Schools & the LICC participated jointly in several trainings for our pre-school staff and parents. The monthly meeting of the LICC dedicated several meetings to the topics of parent trainings and joint workshops. Our preschool teacher provided training packets to all new and current parents and held training sessions to discuss these individually. Brochures and advertisements were distributed as events were scheduled.*

*By improving our efforts with Part C and B trainings, ACS has already increased the numbers of children we are serving by age 3 as well as the improved participation in IEP meetings, therefore students are getting early interventions that will improved student achievement as they enter Kindergarten.*

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Category **PI** **17**

Strategy

Summary of Actions

Alcoa City and the LICC combined efforts to create an ongoing Community Based Services List that is distributed to all pre-schoolers enrolled with Alcoa pre-schools. An ongoing referral list is kept.

The efforts made to maintain the assessment schedule as well as increase the community services list has again helped increase our location of children at an early age, therefore increasing student achievement.

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***Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

***System Name: Alcoa City Schools***

***0051***

**Category      *PI*      *20***

**Strategy**

**Summary of Actions**

- 1. The PI committee developed survey items during the '04 fall semester. The items were then distributed to SPED personnel to review for relevance and sensitivity to cultures and disabilities. Items were edited and put in survey format.*
- 2. The survey was distributed to all ACS parents (of Special Ed. Students) in the 9 weeks progress reports or in IEP meetings during the first semester of 2004.*
- 3. The overall response to the survey from parents (53/197) was 27%. Alcoa Elementary had 42/90 returned or 47% response, Alcoa Middle had 7/68 for a 10% response and Alcoa High had 4/39 for a 10% response. (AHS sent the reports in the mail with progress reports. None were returned. Teachers sent another survey home with students and only 4 were returned.)*

*Information from the surveys was compiled in January '05. The results will be distributed to parents in final progress reports in May '05. The state Dept. survey that was distributed in Spring 04 made the committee aware that many of our parents were not receiving consistent progress reports on their children.*

*Our administration addressed the need for consistent progress reports in SPED staff training (Summer '04.) The results on our survey (Jan. '05) show that this area has improved greatly with 92% - always receiving, 4% - sometimes receiving and 2% - never receiving.*

*This survey also made us aware that many parents (40% were unsure of how the progress on IEP goals and objectives was being marked. To address this area, our staff has been reviewing the codes and marking process during IEP meetings and highlighting the code areas when the progress reports are sent.*

*We also were made aware that parents were not sure who to contact when they had a concern about their child or their services. To address this area we are reviewing this information when rights are given. We have also been sending business cards of the case managers with the prior written notices or making them*

*Available at IEP meetings.4. Due to the few number of responses we received with this '04-05 survey, we will make attempts with future surveys to receive information from a greater percentage of parents. It is recommended that the surveys be completed by all parents at each students' annual IEP meeting or school parent conferences.*

*Parent Needs Assessment has directed our In-service Planning for next year, and has helped us focus on areas of training that parents need as well. This will help us in our family and community engagement efforts as well. ACS hopes that increased family involvement/awareness will increase student achievement.*

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*Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

System Name: Alcoa City Schools

0051

Category *PI* *21*

Strategy

Summary of Actions

The efforts made to increase the progress reporting to parents are intended to increase parental involvement therefore increasing student achievement.

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Category      *FLRE*      *36*

Strategy

*Are suspension and expulsion rates for children with disabilities comparable to those for children without disabilities? (BF5A) (previous school year)*

*Alcoa will improve the way suspensions/expulsions are tracked and provide services and training to assist the Students/teachers in improving behavior.*

Summary of Actions

*By tracking suspensions every 20 days, and the start-up of the alternative program as well as the counseling component have helped raise Gateway scores for students with disabilities.*

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*Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

System Name: Alcoa City Schools

0051

Category **FLRE** **38**

Strategy

Training in positive behavioral interventions is provided to address identified needs.

Summary of Actions

- 1. In-service was provided in both the summer of 03-04. Feedback from teachers indicated that the training was helpful.*
 - 2. Behavior Specialist, Melissa Genaux, presented a seminar training session. The response was so large that Alcoa Schools invited the other area school systems to attend.*
 - 3. The school psychologist reviewed the material with the school staff that could not attend using the material to discuss the results.*
 - 4. The videos have been made available in November. This was a little later than planned, but with school starting up in late July, waiting until November seemed more appropriate. There has been no response as to date.*
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Category **FLRE** **40**

Strategy

Summary of Actions

- 1. T-CAP results were amassed and reviewed to provide information for the placement of students in classes.*
- 2. A special education in-service was provided July 17, 2003 in which each teacher was given a special education procedural manual and instructed in its use.*
- 3. A special education in-service was provided July 14-15, 2004. A session was conducted on the use of accommodations and modifications. Other in-services were provided throughout the year for making accommodations for behavior needs.*

On-going efforts to make teachers aware of modifications and accommodations as well as strategies to maintain students in the LRE, will hopefully increase student performance on TCAP tests.

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***Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

***System Name: Alcoa City Schools***

***0051***

**Category      *ST*      *42***

**Strategy**

**Summary of Actions**

*1. Out of our 38 special education students at Alcoa High School, 9 are receiving counseling and consultation services from Dr. Catherine S. Cain, Behavioral Health Consultant. These services are determined during each student's IEP. Dr. Cain also provides services to regular education students. Dr. Catherine Cain is our contracted Behavioral Consultant.*

*One certified teacher and two paraprofessionals provide inclusion services to our special education students. Ms. Lana Boyd, certified teacher, is providing inclusion services in Biology. Mrs. Sheena Effler, paraprofessional, is providing inclusion services in English II, Physical Science, Internet and Wellness. Mr. Korey Conner, paraprofessional, is providing inclusion services in English I, Foundations I, Foundations II, Algebra I, PE, and Innovations/Inventions. There are currently 20 students receiving inclusion services.*

*2. AHS has provided several means of remediation for students during the 04-05 school year. A new class had been added, Content Area Reading, to target students who have failed or may struggle with their Gateway exams. The administration felt that providing these remediation during the school year would more greatly benefit these students instead of shorter periods of time. Both regular and special education students are enrolled in CAR. Study skills also provides remediation, but only for special education students. CAR and Study Skills have been provided several Gateway test preparation materials.*

*AHS also utilizes Nova Net as a resource to remediation and practice. Nova Net is an online, self instruction method of teaching. It has Gateway, End of Course and college entrance test prep materials available. Our alternative school relies on Nova Net as a secondary resource of instruction.*

*3. Micah Marsh, Special Education Chair, presented the updated testing modifications provided by the State of Tennessee at the Curriculum Committee meeting (department chairs) on 10/20/04. He also stressed the importance of special education students consistently getting their modifications and accommodations throughout the year so they can use them on the state tests.*

*On 1/12/05, Gateway test scores were discussed with the Curriculum Committee. Stressing the importance of special education students passing the Gateway exams making them eligible for a regular education diploma highlighted the discussion. IEP attendance and goal setting was also discussed.*

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*Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

System Name: Alcoa City Schools

0051

Category *OR* *50*

Strategy

Alcoa City Schools will ensure that students are provided FAPE with the appropriate accessibility to facilities.

Summary of Actions

Ahs has completed installation of the new elevator which provides access to all levels of the high school (with exception of the Central office level). Currently this is accessible from main office of AHS by a lift. Board has appropriated money for the inside/outside ramps that will alleviate this problem. Restrooms are to be completed by summer 05.

By providing a more accessible facility, ACS hopes to increase student participation in various classes that will promote student achievement.

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*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

**System Name:** *Blount County Schools*

**0050**

**Category**      *FLRE*      38

**Strategy**

**Summary of Actions**

*In Spring 2004 a memo was sent to secondary principals, special education department chairs, and teachers at the alternative school to be sure that a behavior plan was put in place for every student returning to the home school that specifically addressed the behavior that caused the suspension. This plan began with students returning to their home schools in spring of 2004. This has been continued in 2004-2005. Each student returning to his/her home school has an IEP meeting for the return; part of this involves an FBA and the creation of a BIP.*

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Category *ST* 42

Strategy

Summary of Actions

Blount County Schools has implemented a greater number of inclusion services for high school students that are coupled with and/or supplemented by direct pull-out services. Gateway review courses have been set up for those who did not pass the first attempt. 75% of students at William Blount High School passed the retake. Remediation classes were established and numbers in each class were kept to a minimum. Each 4 ½ weeks every teacher has his/her students write a paper following the rubric on the English Gateway. A part-time counselor has been placed at each high school to work with at-risk 9th graders. Three week prior to Gateway administration students who have not passed are pulled for a comprehensive review each day.

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*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

*System Name: Blount County Schools*

*0050*

Category      *OR*      *50*

Strategy

Summary of Actions

*An accessible water fountain was installed at Everett Learning Opportunity Center, Summer 2004.*

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*Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

System Name: Dayton City Schools

0721

Category **GS** **1**

Strategy

Dayton City School intends to provide documentation of follow-up for failed vision and hearing screenings for all students screened in grades KG, 2, 4, and 8.

Summary of Actions

1. During the week of 9-27-04---10-1-04, all children in grades KG, 2, 4, and 8 were administered vision and hearing screenings by general education assistants. Any child who failed either screening was re-screened within two weeks.

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**Category**      **GS**      **11**

**Strategy**

*Dayton City Schools intends to provide in-service training for professional staff to address identified needs as shown on the TDOE data sheets.*

**Summary of Actions**

*A.*

- 1. An agenda was developed and an in-service was held on 8-5-04 which addressed the following needs: Area of need, Justify Removal from General Ed., Extended School Year Considered, Current Classroom Based Assessments, Behavioral Assessments and Intervention Plans.*
- 2. This in-service was held on 8-5-04 and was conducted by the Sp.Ed. Supervisor and was attended by all professional staff in the Sp. Ed. Department.*

*B.*

- 1. A needs assessment was disseminated to all constituent groups in May 2004.*
- 2. The results of the needs assessment were tallied and the identified priorities were ADHD, Behavior Management, Discipline, and Learning Disabilities.*
- 3. The above priority areas were included in an in-service conducted for all professional staff on 8-4-04.*

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*Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

System Name: Dayton City Schools

0721

Category *ECT* *13*

Strategy

Dayton City School intends to provide joint transition training to Parts B & C providers and parents.

Summary of Actions

1. Representatives from Dayton City School, along with Rhea County Schools, TEIS, Head Start and parents of children ages birth to five years participated in a transition planning meeting on 9-15-04.

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Category      *PI*      *20*

Strategy

*Dayton City School intends that program activities will reflect the identified needs of parents of children with disabilities.*

Summary of Actions

- 1. A questionnaire was developed for use as a Parental Needs Assessment and was reviewed to insure its readability, cultural and disability sensitivity, and appropriateness.*
- 2. This questionnaire was distributed to all parents of students with disabilities on 8/17/04.*
- 3. The results of the Parental Needs Assessment were compiled and made available to parents, teachers, and administrators.*
- 4. The process will be completed annually each spring with the goal of using the results to plan program development for the following school year.*

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*Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

System Name: Dayton City Schools

0721

Category **FLRE** **34**

Strategy

Dayton City School intends to insure that all children with disabilities participate in and progress in the general curriculum.

Summary of Actions

1. *A questionnaire was distributed to all general education teachers in May 2004.*
 2. *The results of the questionnaire were compiled and distributed to all teachers at the inservice held on 8/4/04.*
 3. *An inservice was conducted by DCS Administrators on 8/4/04 which addressed including students with disabilities in the general curriculum. This inservice was held in conjunction with the inservice held for indicator GS 11.*
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Category **FLRE** **38**

Strategy

Dayton City School intends to provide training in positive behavioral interventions to all Special Ed. Staff.

Summary of Actions

1. *On August 9, 2004, an inservice on positive behavioral interventions was held for special ed. Teachers and assistants at Dayton City School.*
 2. *To day, there have not been any opportunities for workshops on positive behavioral interventions that DCS teachers have been able to attend.*
 3. *The attached needs assessment was disseminated to all teachers at DCS in May 2004 to determine if training in positive behavioral interventions was needed across both general and special ed. Teachers.*
 4. *Responses indicated that training in behavior management was a priority for general ed. teachers and an inservice was planned.*
 5. *Inservice on behavior management was incorporated into inservice addressed in GS 11.*
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***Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

System Name: Dayton City Schools

0721

Category *FLRE 39*

Strategy

Dayton City School intends to insure that appropriate Functional Behavior Assessments and Behavior Intervention Plans are provided to children with disabilities.

Summary of Actions

- 1. A training workshop for special education teachers on completing FBAs and BIPs was held on 8-5-04. The in-service was held in conjunction with one addressing indicator GS 11.*

- 2. As of the end of March 2005, there had not been a need for either an FBA or a BIP to be developed on any student with a disability at Dayton City School. The special education supervisor will continue to monitor student behavior to help determine if an FBA or BIP is indicated.*

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**Category      *FLRE    40***

**Strategy**

*Dayton City School intends to insure that, to the maximum extent appropriate, children with disabilities participate with non-disabled peers in academic, non-academic, and extra-curricular activities.*

**Summary of Actions**

- 1. A training with all DCS teachers on implementing the Least Restrictive Environment was held on 8-4-04. This was held in conjunction with the in-service for FLRE 34.*
  
  - 2. Information regarding workshops/training events dealing with implementing the LRE had been distributed among all special and general education teachers. One special ed. and one general ed. teacher attended a Co-Teaching (Inclusion) seminar in Knoxville on 10-21-04.*
  
  - 3. A needs assessment was distributed to all constituent groups in May 2004.*
  
  - 4. The responses to the needs assessment were tallied and the prioritized needs were addressed at an in-service for all professional staff on 8-4-04.*
  
  - 5. Positive feedback was received regarding the in-service held on 8-4-04.*
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***Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

***System Name: Decatur County Schools***

***0200***

**Category      *PI*      *20***

**Strategy**

*Decatur County Schools will address the identified needs of parents of children with disabilities through the results of a Special Education Needs Assessment conducted in the spring of 2004. Program improvement activities will reflect the needs id*

**Summary of Actions**

- 1. A copy of the 2004-2005 Annual Special Education Needs Assessment was distributed to each parent attending the spring Annual Review Meeting. Parents who were unable to attend had a form sent home to them to be completed.*
- 2. These assessments were evaluated by the local Special Education Department. Training for the school year was scheduled based on the results.*
- 3. The training seminars conducted so far have consisted of the top 5 choices. Behavior Management/Discipline were discussed at each seminar and are discussed individually with parents, students, and teachers at the IEP Meeting. Assessment seminars were held individually. Early Childhood issues are an ongoing process.*
- 4. This process will continue this year.*

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***Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

System Name: Decatur County Schools

0200

Category ***ST*** ***42***

Strategy

Decatur County Schools will strive to assure that the percentage rate of youth with disabilities graduating with a general diploma will be comparable to that for youth without disabilities. Decatur County Schools will set a baseline goal of increasing the percentage rate from 40% for the 2004-2005 school year. We feel that this is a fairly realistic goal as requirements for obtaining a general education diploma will be more stringent for the 2004-2005 school year.

Summary of Actions

- 1. IEP meeting minutes indicate graduation requirements were discussed with students age 14 or older.*
- 2. Special education students with academic deficiencies are enrolled in Basic Math and Basic English courses and GAP (Goal-Attainment-Program) Math and English courses.*
- 3. Special education students are encouraged to take advantage of tutoring services from regular education and special education teachers throughout the school year. Sliver grant monies have provided tutoring for Gateway intervention for this school year.*
- 4. Special education teachers continue to provide co-teaching services in specified subjects. This action has increased the percentage rate of proficient/advance on Gateway testing.*
- 5. Special education administration and staff continue to provide training and information to parents and students to address academic skills progress of lack thereof, and attainment of a general education diploma.*
- 6. Data will be collected during spring of 2005 regarding the special education and regular education diploma percentages. Students with disabilities receiving a regular education diploma increased from 2003 to 2004.*

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*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

**System Name:** *Decatur County Schools*

**0200**

**Category**      *ST*      *47*

**Strategy**

*Decatur County Schools aim to demonstrate that youth with disabilities, beginning at age 14 or younger, if appropriate, do participate in transition planning.*

**Summary of Actions**

- 1. During August 2004 Staff Development, special education teachers were provided training on the proper IEP documentation and implementation of transition planning services for students age 14 or younger, if appropriate.*
- 2. Students age 14 or younger, if appropriate, have been invited and attended IEP meetings to discuss transition needs and services throughout the 2004-2005sy.*
- 3. During Annual Reviews of spring 2005 IEPs of students 14 or younger, if appropriate, will be reviewed. This review confirmed that there is evidence the students are participating in their transitional planning. The IEPs were checked for students' signatures.*
- 4. During the 2004-2005 school year, Decatur County Schools did not utilize the WTRRC Transition consultant because the need did not arise for her services.*

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*Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

System Name: *Dickson County Schools*

0220

Category *GS* *11*

Strategy

In-service training of professional staff addresses identified needs (previous school year).

Summary of Actions

On July 29, 2004 training was provided to all special education teachers. The training included a review of the A6A data tally sheet and how/where to find the appropriate information. This training is documented by the attached in-service agenda used on July 29th.

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**Category**      *ECT*      *13*

**Strategy**

*Transition training is provided jointly to Parts B & C providers and parents.*

**Summary of Actions**

- 1. Contact was established with Sondra Dade at TDOE in August 2004 to schedule transition training from Part C to Part B.*
  - 2. Notices of TDOE regional meetings pertaining to Parts B & C were provided to all teachers as documented by attached letters.*
  - 3. Sheila Parker, Preschool Transition Coordinator, has attended all regional meetings provided by the TDOE Parts B & C. All information was then shared with preschool staff at quarterly meetings. She has met with Headstart and Foundations on occasion to discuss transition from preschool to school.*
  - 4. The preschool transition coordinator has met with preschool staff on a quarterly basis to discuss new information and transitions from Part C to Part This is documented through the attached agenda from the meetings.*
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*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

**System Name:** *Dickson County Schools*

**0220**

**Category**      *FLRE*      **26**

**Strategy**

*Children receive timely evaluations including children transitioning from Part C.*

**Summary of Actions**

- 1. A school evaluation log was developed at the beginning of the SY 2004-2005. A log was calculated on each entry to determine the thirty (30) day time frame and to allow ten (10) days for an IEP meeting to be held.*
  - 2. As of September 13, 2004 a review committee was formed to look at school referrals to determine if appropriate paperwork has been completed before obtaining parent permission for an evaluation. A list of review committee meeting dates is attached.*
  - 3. Since September 2, 2004 the Directors of Special Education have met with school psychologists every six (6) weeks to discuss the status of evaluations/re-evaluations at each individual school.*
- ~~~~~

**Category**      *ST*      **47**

**Strategy**

*Do youth with disabilities, beginning at age 14 or younger, if appropriate, participate in transition      planning.*

**Summary of Actions**

- 1. Beginning August 2, 2004 the Transition Coordinator and/or Transition Staff have attended all IEP meetings for students in grades 7 and 8 who will be turning 14 years of age or younger, if appropriate.*
  - 2. On July 29, 2004 in-service training was provided to all special education staff regarding inclusion of students ages 14 or younger, if appropriate, at IEP meetings to discuss transition services. This training is documented through the attached agenda. Students have been included in invitations to meetings and transition has been checked as discussion item on the invitation to the meeting form.*
  - 3. Beginning August 2, 2004 a student interest/inventory has been completed by all students ages 14 or younger, if appropriate, if they have been unable to attend the transition IEP meeting in person*
- ~~~~~

*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

**System Name:** *Fentress County Schools*

**0250**

**Category**     *ECT*     *13*

**Strategy**

**Summary of Actions**

- 1.        The Developmental Pre-school program meets as needed with parents of children who are ready to transition from Part C services. This meeting is arranged at least 90 days prior to the third birthday of the child to address parents needs and concerns as well as to discuss best program placement for the child. Later meetings and trainings are scheduled as needed as needs are identified at this meeting.*
- 2.        A transition needs survey has been developed and will be given at the first transition meeting as evidenced by the attached survey.*
- 3.        Fentress County Board of Education will be hosting a transition training on April 18, 2005 at 5:30 p.m. Due to the heavy work load of the State Department of Education the above date was the earliest available for this school year. A copy of the public notice that was sent out to the local newspaper, WDEB cable and various public locations is attached.*
- 4.        Documentation is attached of transition meetings held. No further training needs were identified at these meetings.*

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***Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

System Name: Fentress County Schools

0250

Category ***ST*** ***45***

Strategy

Summary of Actions

1. *The Director of Schools planned to reassign a special education teacher from Clarkrange High School to the Alternative School for the 2004-2005 school year. During the 2003-2004 school year the Alternative School had three female teachers employed there. The special education teacher and a regular education teacher retired. The other female teacher passed away. For the 2004-2005 school year, the Director of Schools employed three males and a female special education teacher for the Alternative School. The Director of Schools wanted to address the gender issue for female students assigned to the Alternative school by transferring a female SPED teacher to the school. Therefore, the male special education teacher at Clarkrange High School was not transferred to the Alternative School.*

2. *Fentress County Secondary School has a total of 15 regular education students participating in the Work Base Learning Program for the 2004-2005 school year while there is a total of 6 students with disabilities and zero are participating. Efforts are made to inform and encourage SPED students to participate. Our special education teacher has discussed with the parents and students at M-Team meetings and also in the resource classrooms about the advantages of on the job training and experience gained through the Work Base Learning Program. Our secondary school will begin in the 2004-2005 school year to discuss the WBL Program at M-Team meetings (9th grade) with parents and students in order for students to meet credit and other requirements to qualify for the Work Base Learning Program in the future. Our resource room and regular education classroom will spend time addressing basic job related skills needed for success in the workplace.*

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*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

**System Name:** Gibson County Special

0275

**Category**      *ECT*      13

**Strategy**

*Transition training is provided jointly by Parts B & C providers and parents.*

**Summary of Actions**

1.      *Kay Flowers, WTRRC consultant, visited our program on February 9, 2005. She shared information about preschool curriculum, new state initiatives coming out of NCLB and IDEA 2004, and ideas about service models for severely delayed children transitioning from Part C.*
2.      *Janie King, WTRRC family consultant, presented a workshop for parents of children with disabilities on April 12, 2005. Parents, teachers, and Parts B & C providers attended. She presented the "IEP Process" including evaluation and transition. Parent Leaders from each school were targeted for this training to become resources for parents of newly identified or transitioned children.*
3.      *Few TN Department of Education (TDOE) joint trainings for parents/staff have been offered this year. On August 31, 2004, all parents of children with disabilities were invited to attend a Support and Training for Exceptional Parents (STEP) workshop in Alamo, TN. On February 11, 2005, several teachers, staff, and one parent attended an open meeting on Autism held by The Treatment and Research Institute for Autism Spectrum Disorders (TRIAD) in Jackson, TN. Our annual focused child find days (March 11 and 17) were held in collaboration with Part C providers where developmental screenings for children birth to 5 years of age and parent information were provided.*

*These actions have and will continue to educate parents, teachers, staff, and other providers of services for children birth to age 5.*

*Positive outcomes include continued program improvement and a higher level of parental involvement. This District will*

*continue to provide and to seek trainings and collaboration for parents and providers, especially in the area of preschool transition.*

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***Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

System Name: Gibson County Special

0275

Category *PI* *20*

Strategy

Results of program improvement activities reflect the identified needs of parents of children with disabilities.

Summary of Actions

- 1. A "Needs Assessment" was developed for use with parents of students with disabilities.*
- 2. Data was collected in January 2005. Results of the survey was shared with parents during annual IEP meetings in April and May. Further parent response and input will be informally collected at these meetings and shared with the*

special education supervisor.

- 3. Data was evaluated and considered. Fifteen percent of parents surveyed wanted additional information about the IEP process. In response to this identified need, a workshop was presented on April 12, 2005 by Janie King, WTRRC consultant. Thirty-five percent of parents wanted training in how to help their children at home. This area was further explored by asking parents to specify subjects at their annual IEP meetings in April and May. The new tally results will be shared with principals and teachers and will allow for more specific parent trainings and staff development to be planned for next year. Two Red Cross CPR/first aid trainings were offered for parents this spring on March 21, 22 and April 11, 12. Thirty-three percent of parents desired no additional training at this time.*

The Needs Assessment instrument for parents provided very beneficial information. It will continue to be revised and used annually as a tool for parents to communicate their needs and for our District to structure programs and trainings to educate and involve parents more fully in their child's education.

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***Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

***System Name: Gibson County Special***

***0275***

**Category      *FLRE*      26**

**Strategy**

*Children receive timely evaluations including children transitioning from Part C.*

**Summary of Actions**

- 1. The psychological examiner began to communicate weekly via email to the central office about testing contacts, scheduling, and reports. Delays and conflicts have been reduced.*
- 2. Special Education staff were given sample templates for keeping a log on the process from referral to eligibility in October 2004.*
- 3. Central Office staff monitored testing contacts, scheduling, and reports via email with the psychological examiner and with teachers. Local building principals were made aware when a teacher was struggling to meet compliance rules to encourage closer monitoring.*
- 4. A file review was conducted in March 2005 to assure that teachers have improved in adherence to the 40-day time limit. Ninety-seven percent of files reviewed (33 of 34) did adhere to the regulation.*

*Children are receiving timely initial evaluations and the 40-day time limit regulation is being upheld. This district has greatly improved its compliance in this area and will continue to monitor the situation closely.*

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Category *FLRE* 27

Strategy

Children receive timely re-evaluations.

Summary of Actions

- 1. In August 2004, our psychological examiner and associates reviewed all student files that were to be evaluated between August 2004 and August 2005. Recommendations for proper assessment were written for each child and given to the students' case managers.*
- 2. The schedule was established.*
- 3. The psychological examiner and the special education consultant worked with teachers to establish appropriate*

assessment plans for each student. Teachers were encouraged to begin re-evaluation assessment procedures two months prior to deadline.

4. Psychological examiner began to communicate weekly via email to the central office about testing contacts, scheduling, and reports. Delays and conflicts have been reduced.

5. A file review was conducted in March 2005 to assure that teachers have improved in adherence to the three- year compliance deadline for student re-evaluations. Ninety-seven percent of files reviewed (33 of 34) did adhere to the regulation.

Children are receiving timely re-evaluations and the three-year compliance regulation is being upheld. This district has greatly improved its compliance in this area and will continue to monitor the situation closely. The new student

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***Friday, July 29, 2005***

***Page 26 of 101***

*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

**System Name:** Grundy County Schools

**0310**

**Category**      **GS**      **11**

**Strategy**

*In-service training of professional staff addresses identified needs.*

**Summary of Actions**

1. *The needs assessment survey was developed.*
2. *The needs assessment survey was distributed to all teachers before March 2005.*
3. *On April 20, 2004, 6 teachers from Tracy City Elementary visited Sequatchie County Schools. September 14, 2004, 5 other teachers visited Sequatchie County Schools.*
4. *In-Service training was provided on August 4, 2004, during a county wide in-service. Dr. Kim Moffett provided this training.*

*More inclusion has been implemented at each elementary school and at Grundy County High School. This can be attributed to visits to Sequatchie County schools and in-service by Dr. Kim Moffett.*

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Category **PI** **20**

Strategy

In-service training of professional staff addresses identified needs.

Summary of Actions

1. *The needs assessment survey was distributed to all teachers before March 2005.*
2. *On April 20, 2004, 6 teachers from Tracy City Elementary visited Sequatchie County Schools. September 14, 2004, 5 additional teachers visited Sequatchie County.*
3. *In-service training was provided on August 4, 2005, during a county wide in-service. Dr. Kim Moffett provided this training.*

Teachers indicated a need for more in-service and training in the area of inclusion on the needs assessment survey. Visits to Sequatchie County and in-service by Dr. Kim Moffett on inclusion have helped meet teacher needs and increase the number of inclusion classes.

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***Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

***System Name: Grundy County Schools***

***0310***

**Category      *FLRE*      39**

**Strategy**

*Appropriate Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) are provided to children with disabilities (as required).*

**Summary of Actions**

- 1. In-service was held for all teachers who complete FBAs on September 9, 2005.*
- 2. An FBA format was given to all teachers who complete FBAs on January 3, 2005.*
- 3. Each FBA completed was checked using the data collection form.*

*Teachers that complete Functional Behavior Assessments and Behavior Plans participated in an in- service that addressed required components for the FBA. They were provided with a form to be used. During the month of March, 2005, FBAs were checked using the data collection form. All components had been addressed.*

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Category *FLRE* 40

Strategy

Training for implementing LRE is provided to address identified needs.

Summary of Actions

- 1. The needs assessment survey was distributed to all teachers before March 2005.*
- 2. On April 6, 2004, 5 teachers from Tracy City Elementary visited Sequatchie County School. September 14, 2004, 5 additional teachers visited Sequatchie County Schools.*
- 3. In-service training was provided on August 4, 2004, during a county wide in-service. Dr. Kim Moffett provided this training.*

The needs assessment survey indicated inclusion was an area of concern for teachers. Teachers visited Sequatchie County Schools were provided training By Dr. Kim Moffett. As a result more students are receiving instruction in the included classroom providing them with the least restrictive environment.

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*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

**System Name:** Grundy County Schools

**0310**

**Category**      **ST**      **44**

**Strategy**

*Youth with disabilities are participating in post-secondary activities which are related to high school transition planning.*

**Summary of Actions**

- 1. Students have been referred to Caring Incorporated for job training skills.*
- 2. MTSU Educational Talent Search meets with students at the elementary and high school level to help provide students with information necessary to continue their education beyond the secondary level.*
- 3. A Work Based Learning Program is available for students to receive on the job training*

*The transition pages for 6 students are included. These pages indicate that Caring Incorporated, METS, and work based learning are being incorporated into the transition plans.*

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Category **OR** **50**

Strategy

Facilities that serve students with disabilities are comparable and accessible.

Summary of Actions

- 1. Signs were ordered for both main entrances into T.C.E.S.*
- 2. Signs have been posted at T.C.E.S.*

The signs at Tracy City Elementary have been posted. This facility is now in compliance.

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***Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

***System Name: Hamblen County Schools***

***0320***

**Category      *GS      11***

**Strategy**

*In-Service trainings of professional staff is tied to needs identified through file reviews.*

**Summary of Actions**

*1. August 5, 2004 In-service "Technical Aspects of the IEP", Dynamics of IEP Meeting, Computerized IEPs.  
October 7, 2004-STEP Workshop on IEPs.*

*3.        Hamblen County C/O Staff, 2 Special Education teachers & Lead School Psychologist monitored student files in November 2004 & March 2005. Student files were reviewed as IEP Team meetings were conducted and during visitations to determine whether improvement has taken place. The 2004-2005 student record review found 9 areas having 10% or more negative findings.*

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Category *PI 19*

Strategy

The positive results of surveys of parents who participate in program improvement activities will increase.

Summary of Actions

- 1. Independently reading and rating the Parental Needs Assessment has enabled HC to ensure that the PNS was appropriate for the current parent population.*
- 2. PNS was sent March/April 2005 to parents of students with disabilities in HC. A Spanish translation was created and distributed to parents with Spanish as their primary language. The outcomes of the PNS are scrutinized and used to improve services to the students and parents of students with disabilities in HC.*
- 3. The results of PNS are compiled and made available to parents, teachers and administrators in HC. This enables parents, teachers, and administrators to be aware of the areas of strengths and areas that need improvement.*
- 4. The results of the PNS are used to plan in-services & workshops for 2005-2006 to assist teachers in meeting the needs of our students with disabilities and their parents.*
- 5. The PNS was completed in April 2005. The data was used to assist in updating HC's needs for working with students with disabilities and their parents.*
- 6. The PNS was completed April 2005. The information was used to scrutinize the increase/decrease of positive results, therefore allowing HC to determine areas of strengths and areas of needs. Positive responses increased from 56% to 90% (518/578).*

***Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

System Name: *Hamblen County Schools*

0320

Category ***FLRE*** **26**

Strategy

Children in Hamblen County will receive timely evaluations including children transitioning from Part C.

Summary of Actions

- 1. In-service on Referrals & S-Team process for general education teachers and special education teachers, evaluators, and related service personnel was conducted on 8/5/05. The in-service provided a more consistent and accurate method of conducting and collecting data for the referral and S-Team process throughout HC.*
- 2. December 2005: In-service on IEPs: A process for each school was monitored to ensure appropriateness.*
- 3. The Assessment Coordinator trained the S-Team chairperson in each school to ensure consistency and appropriate methods for referring and conducting S-Teams was understood.*
- 4. S-Team Log was created and distributed to all school S-Team chairpeople & at the in-service on S-Teams.*
- 5. Each month the S-Team chairperson submitted updated referral information to allow monitoring of compliance with timelines.*
- 6. See PIP for GS11. TDOE Evaluation Data & Procedural Safeguards Sheet (04-05) indicates a decrease in negative responses from 13% to 4 % (7 out of 183) on 40 day timeline. This facilitates serving HC students in a timely manner.*
- 7. The Assessment Coordinator created, distributed, and trained Head Start, Pre-School and related services staff on Early Childhood Services Review (ECSR) form. The ECSR enabled more accurate data to be maintained that will be utilized in completing Table 8, Section B.*

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**Category**      ***FLRE***      **27**

**Strategy**

*Children in Hamblen County will receive timely re-evaluations.*

**Summary of Actions**

- 1. Each school's SPED Teacher submitted a copy of their timetable of re-evaluations due in 2004-2005 organized by month.*
- 2. The Special Education teacher's in each school coordinated their re-evaluation timetable with School Psychologists and related service staff. The coordination in developing a re-evaluation timetable facilitates communication and coordination of evaluation on students.*
- 3. Each month the Assessment Coordinator, Lead School Psychologist, & the Census Secretary monitored the compliance of re-evaluations & timelines. If a re-evaluation was past due, the Assessment Coordinator sent a letter to the principal of the school addressing the situation.*

*The process has facilitated a better coordination among specialists in completing re-evaluations in the timeframe mandated by IDEA.*

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***Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

System Name: Hamblen County Schools

0320

Category *FLRE* 29

Strategy

ESY Services will be available across all categories & severities of disability.

Summary of Actions

- 1. Every HC SPED casemanager submitted an ESY Referral form to C/O in May 2004. The compilation of the information on the ESY Referral Form facilitated the appropriate planning and implementation of ESY programs based on the needs of the students.*
- 2. C/O staff monitored the ESY information submitted for accuracy based on the regression formula & IEP recommendation. This assures the needs of appropriate students are being met in ESY programs.*
- 3. A list of students that actually attended the various ESY programs was submitted to C/O in August 2004. The information was monitored against the recommended list of students. This process enables HC to closely monitor the appropriateness and needs of students accessing the ESY programs.*
- 4. C/O staff reviewed the programs offered for ESY 2004 and developed a proposed list of ESY 2005 programs. The list (with program descriptions) was distributed to Special Education & related service providers in the Spring of 2005. This process allows appropriate programs to be developed and modified based on the needs of HC's students with disabilities that qualify for ESY.*

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**Category      *FLRE*      32**

**Strategy**

*The percentage of children with disabilities exiting Part C and eligible under Part B, receiving special education and related services in appropriate pre-school programs by their third birthday will increase.*

**Summary of Actions**

- 1. Assessment Coordinator provided an Early Childhood Services Review form to the Pre-School and Special Education Head Start staff. The Early Childhood Services Review provides accurate information regarding referrals, placement and transition about children with disabilities exiting Part C to Part B, receiving special education and related services in appropriate preschool programs by their third birthday. HC will utilize the information provided to place and service students with disabilities appropriately.*
  - 2. Assessment Coordinator conducted an in-service on the new Early Childhood Services Review form on September 14, 2004. The in-service provided to the Pre-School and Head Start staff affords a more consistent/uniform understanding for completing the new form as well as, ensuring knowledge of available programs and services for children exiting Part C and eligible under Part B to be placed in appropriate programs.*
- ~~~~~



***Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

**System Name:** *Hamblen County Schools*

**0320**

**Category**      ***FLRE***      **34**

**Strategy**

*Children with disabilities, in Hamblen County, will participate in and progress in the general curriculum and pre-school children in appropriate activities*

**Summary of Actions**

1.        *8/5/04 & 9/28/04 In-service on Inclusion for general education & special education staff was conducted. The more information and observance of Inclusion personnel experience, the better equipped they are to provide best practices in Inclusion. Inclusion enables students with disabilities to participate in the general curriculum with appropriate modifications & accommodations to meet their needs. This was in response to the 2004 In-service Needs Assessment, file monitoring and Parent Needs Survey.*
2.        *November 2004 & March 2005 C/O staff, 2 special education teachers & Lead School Psychologist monitored special education files and IEP alignment with the general education curriculum. Through the monitoring of special education files and how they align with the general curriculum, C/O staff can gauge strengths and needs. This was in response to the 2003-2004 file monitoring.*
3.        *Transition Coordinator attended meetings at the Alternative School on special education students needing assistance transitioning to their next placement. A part time staff member was hired for the Alternative School to assist in transitioning special education students to their next placement. The staff member is able to assist students to be more successful in their next placement by consulting with the students, their teachers, administrators, and counselors to ensure that they are appropriately placed, and to assist them if they start experiencing problems. This is designed to reduce the return rate of students with disabilities to the Alternative School. No data was taken in 2004-2005 as to its effectiveness, due to the change in personnel coordinating the process.*
4.        *8/5/04 & 11/16/04 in-services on Behavior Interventions for general ed. and sped. were provided. The in-service was designed to impart knowledge on best practices in dealing with behaviors to reduce the problems experienced by teachers before behaviors escalate to becoming problems. This was in response to the 2004 In-service Needs Assessment.*
5.        *C/O staff met with the Alternative School staff on September 23, 2004 to in-service the staff on aligning IEP's with the general education curriculum. C/O staff monitored for compliance of aligning IEP's with general education curriculum during visits to the school, IEP meetings and file monitoring in November 2004 and March 2005. The monitoring of alignment of IEP's with the general education curriculum at the Alternative School facilitates/ensures compliance with IDEA and best practices for students with disabilities and appropriate education continues for students with disabilities. This was in response to 2003-2004 file monitoring and In-service Needs Assessment*

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***Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

System Name: *Hamblen County Schools*

0320

Category ***FLRE*** **39**

Strategy

Appropriate FBAs and BIPs will be provided to children with disabilities as required.

Summary of Actions

1. *1/27/04 & 8/5/04 TDOE personnel provided in-service on FBA & BIP needs, procedures and required components to HC special education, related services, general education, evaluation personnel, and administrators. FBA and BIPs are more accurate, consistent, and appropriate therefore, meeting the needs of the students with disabilities more appropriately. This is in response to FBA/BIP monitoring and In-service Needs Assessment.*
2. *A standardized format for FBA and BIPs was developed and distributed during the January 2004 in-service, in-service on August 5, 2004, and the School Psychologists meeting 5/28/04 & 8/5/04. The standardized format will facilitate more appropriate FBA and BIPs to more appropriate serve students with disabilities.*
3. *A FBA/BIP log was developed and distributed 1/27/04 & 8/5/04. Tracking the FBA/BIP data will enable HC to more appropriately plan for the needs of students with disabilities.*
4. *A FBA/BIP log was developed and distributed 1/27/04 & 8/5/04. Tracking the FBA/BIP data will enable HC to more appropriately plan for the needs of students with disabilities.*
5. *November 2004 & March 2005 a team of School Psychologists and special educators randomly monitored files for FBA & BIPs. FBA and BIP completed after the 2004 in-services were found to be completed in the standardized format, therefore addressing the needs of the student more appropriately. This was a result of the 2003-2004 file monitoring and In-service Needs Assessment.*
6. *The FBA & BIP Log will be sent to the Assessment Coordinator by May 13, 2005.*

~~~~~

**Category**      ***OR***      **48**

**Strategy**

*Minority students will be assessed and identified as mentally retarded through a process equitable to that used for non-minority students.*

**Summary of Actions**

1.      *Continued monitoring and usage of culturally fair assessment methods resulted in a relative risk ratio below the state's indicator (< 2). By using non-verbal measures of intelligence (e.g., Universal Nonverbal Intelligence Test) and resources normed in the native language (e.g., Bateria-Munoz III), more accurate evaluations are performed.*
2.      *Ratios were calculated and found below the indicator (<2) for all minority groups. This has helped prevent minority students from being over identified as MR.*

~~~~~

*Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

System Name: *Hamblen County Schools*

0320

Category **OR** **49**

Strategy

Minority students will be assessed and identified as intellectually gifted through a process equitable to that used for non-minority students.

2004-2005: All ethnic groups in HC had identical ratios (<0), indicating that all minority students are assessed and identified as intellectually gifted through a process equitable to that used for non-minority students.

Summary of Actions

1. *Annual screenings were performed and composites..*
2. *Assessment referrals were updated to reflect culturally fair evaluations. Materials included non-verbal measures of intelligence (e.g., Universal Nonverbal Intelligence Test) and measures normed in native languages (e.g., Bateria-Munoz III).*
3. *Ratios were calculated and found below the TDOE indicator (<1). All ethnic groups have identical ratios (<1). Minority students are assessed and identified as intellectually gifted as equitably as non-minority students.*

~~~~~  
**Category**      **OR**      **50**

**Strategy**

*Facilities that serve students with disabilities will be comparable and accessible.*

**Summary of Actions**

1.      *Parking spaces at Alpha Primary, Hillcrest El., Manley Primary, Russellville Primary, Union Heights El., and Whitesburg were marked &/or repainted.*
  2.      *Loading/Unloading signs at ERMS, AP, RI, UH, and Whitesburg were erected.*
  3.      *Building access signs were acquired and erected at all schools except LMS, EHS, and WHS.*
  4.      *Curb cuts were made at ERMS.*
  5.      *Wheelchair accessible water fountain was installed at LE.*
  6.      *The restrooms at AP, UH, Whitesburg and Witt were made handicapped accessible.*
  7.      *The classroom at HC was moved to a larger room, AP and WE are both now comparable in size to classrooms for non-disabled students.*
  8.      *The gym at Whitesburg is accessible.*
- ~~~~~

*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

**System Name:** *Haywood County Schools*

**0380**

**Category**      **GS**      **11**

**Strategy**

*In-service training will be based on needs determined through the record review .*

**Summary of Actions**

- 1. In-service training was done in Fall 2004 with all items being addressed.*
  - 2. Monthly meetings occurred during the year and problems continued to be re-addressed.*
  - 3. These meetings involved teachers, psychologists, diagnosticians, and paraprofessionals when appropriate.*
- ~~~~~

**Category**      **ST**      **42**

**Strategy**

*The percentage of students with disabilities receiving a general ed. diploma will increase.*

**Summary of Actions**

- 1. A general ed. teacher provided tutoring for Gateway Sp. Ed. students (each day).*
  - 2. A part of the tutoring included a new software program and access to computers, that should help increase the chance to pass the test.*
- ~~~~~

*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

*System Name: Haywood County Schools*

*0380*

Category      *OR*      *50*

Strategy

*Facilities that serve students with disabilities are comparable and accessible.*

Summary of Actions

*Plans have been made to re-do one wing of the school. This construction would correct the facilities mentioned above. The plan has been approved by the Haywood BOE, and is now waiting for the approval of the state fire office.*

~~~~~

*Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

System Name: *Henry County Schools*

0400

Category *ECT* *18*

Strategy

The Henry County School System will ensure that the number of and percentage of all students leaving Part C services entering Part B including those students placed in an inclusive preschool or other integrated settings will be clearly documented each year.

Summary of Actions

- 1. The team decided that the "Part C form" was sufficient, but that it will be forwarded to the central office each time. (2004-2005 school year)*
- 2. Special education preschool staff were trained on June 8, 2004.*
- 3. Form in use. (2004-2005 school year)*
- 4. December 1 Census deadline met. (December 7, 2004)*

The Henry County School System will ensure that the number of students leaving part C and entering Part B into an inclusive or integrated setting will be 100%.

~~~~~  
**Category**      *GS*      *2*

**Strategy**

*In order to meet the needs of eligible incarcerated youths housed at the Henry County jail, the Henry County Special Education Department in conjunction with the Adult Basic Education (ABE) program, will redesign the screening process of prisoners ages 18-22 who are seeking educational assistance to ensure that eligible youth with disabilities receive FAPE and are offered the same rights under IDEA as children and youth with*

**Summary of Actions**

- 1. Special education supervisor and the Adult Basic Education supervisor met in June 2004 and redesigned enrollment forms.*
- 2-6. Thus far there have been no incarcerated youth requesting educational service who have previously been in special education. Follow up letters were sent to both the sheriff and the Adult Basic Education supervisor reviewing the*

*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

**System Name:** *Henry County Schools*

**0400**

**Category**      ***FLRE***      **38**

**Strategy**

*During the previous school year positive behavioral interventions were addressed upon request of general education or special education teachers. Assistance (Jennifer Allen, school psychologist) was given as requested to meet IEP behavior objectives. Identified needs on the attached needs assessment showed 81% of the respondents were requesting training in behavior management.*

**Summary of Actions**

1.        *Three in-services (3 hours each) were offered in the summer of 2004. A total of 61 teachers attended. In November 2004 a parent training was offered. Ten parents participated. On February 8 a parent meeting, attended by 16 parents, was held.*
2.        *All elementary schools received training during the school year. (Principals requested this instead of using time during August academies.) – Fall and Spring (2004-05 school year)*
3.        *School psychologist has assisted in 10 positive interventions with IEP teams and individual teachers. – 2004-05 school year*

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***Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

System Name: Kingsport City Schools

0822

Category **GS** **11**

Strategy

The action step will be in-service training of professional staff. It will address needs identified through the 110 files reviewed in the CIMP Monitoring

Summary of Actions

- 1) An in-service training was conducted as part of the September 2004 SPED meeting (there was no meeting in August). A Data Tally Sheet was distributed to each teacher showing the items in which KSC had been found to be deficient. All of the items were addressed and questions about CIMP and this year's process were discussed.*
- 2) SPED reviewed two files per teacher in both the fall (prior to Dec. 1) and spring (prior to Apr.1) to determine if the preceding items had been corrected.*
- 3) All items were found to be corrected (see Data Tally Sheet for details on individual percentages).*

Our data indicates that the practice of monitoring the teachers' files has led teachers to be more diligent in the implementation of goals and objectives. Also, these actions are intended to improve student outcomes by strengthening the teachers' knowledge of case management. The increased skill in managing the SPED student's case will result in better overall program planning and adaptation for that student's unique needs. 2004-2005 test data will be considered as it becomes available to verify this outcome.

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**Category**      **ECT**      **13**

**Strategy**

*Transition training will be provided jointly to Parts B & C providers and parents.*

**Summary of Actions**

- 1) Transition training sessions were offered semi-annually to Parts B & C providers and parents. Teachers, therapists, and a school psychologist each provided information about services offered by Part B and children's rights. Sessions offered in November 2004 and April 2005.*
- 2) Information about these sessions was distributed to the community before the sessions. It was determined that information was more effective when distributed reasonably close to the scheduled meetings. A variety of sources were used to distribute the information about these sessions.*
- 3) The plan to distribute Transition information to interested parties who are unable to attend the training sessions was developed during the 2004-2005 school year by March 2005.*

*Services to children are improved when Parts B & C providers and parents/caregivers are aware of all the services offered by Part B. Parents/caregivers who are well-informed are better able to make positive decisions about which services to access for their child. Children are better able to reach their full potential when they receive all services for which they are eligible.*

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*Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

System Name: Kingsport City Schools

0822

Category **ECT** **17**

Strategy

Opportunities for community based services for children exiting Part C and not eligible for Part B will increase as a result of ongoing program evaluation and systems capacity building.

Summary of Actions

- 1) *Opportunities for community based services for children exiting Part C and not eligible for Part B were reviewed by pre-school staff in August 2004*
- 2) *Community agencies were contacted to determine the services they provide which would be appropriate for these children.*

Children who did receive Part C services but are not eligible for Part B will benefit from being exposed to all of the services which the community provides. When children access a wide range of community opportunities, they become more informed and will then be able to experience success when they are eligible for Part B regular education services. As a result of these efforts, Kingsport City Schools' list of opportunities went from 8 in the 2003-2004 school year to 32 in the 2004-2005 school year.

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**Category**      **PI**      **23**

**Strategy**

*Parents will be actively involved in decision making for their children.*

**Summary of Actions**

- 1) *Two parents were listed to be trained by August 2004.*
- 2) *Two parents were trained using the Surrogate Parent Training Manual during August 2004.*

*Training two Surrogate Parents has given Kingsport City Schools a wider pool of parents to pull from in the event that they become needed. One of these volunteers is the parent and strong advocate of a special needs child. The other is a former Special Education teacher. Even though this school year it has not been necessary to use the services of any surrogate parents, having parents who are willing to step in when a surrogate is needed will improve student outcomes by representing the best interest of the child in several ways. A surrogate parent can step in for a parent as the advocate of the child and exercise any rights a parent has on behalf of that child as they relate to the provision of early intervention or special education services. A surrogate parent can participate in conferences, help with IEP development, review records, grant or deny signed consent for evaluation, provision of services, or change of services, or request mediation, a due process hearing, or file a complaint. Representation on behalf of the child in any of these situations will result in a better intervention and program plan for the child.*

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*Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

System Name: Kingsport City Schools

0822

Category **FLRE** 27

Strategy

Children will receive timely re-evaluations.

Summary of Actions

- 1) *A list of students requiring re-evaluation is given to department chairs at least 4 months prior to the re-evaluation due dates.*

- 2) *By the time that KCS held its final CIMP review with the state (April 21, 2004), it was too late in the 2003-2004 school year to implement this action step. Therefore, this step was only implemented during the 2004-2005 school year.*

- 3) *The FLRE committee was operating under the misconception that vision and hearing screening are requirements rather than options for all re-evaluations. Additionally, the committee did not take into account the fact that vision and hearing screenings tend not to be done at all when re-evaluations are done through records review. Owing to the fact that this action step was planned under faulty assumptions and would in no way assure the timeliness of re-evaluations, the committee has deleted this suggestion from the steps included in the Actions Required portion of our CIMP improvement plan.*

- 4) *Progress of timely re-evaluations was monitored continuously beginning in August 2004. A table listing students due for re-evaluation, sorted by date, is sent to the SPED Department Chair at each school to be distributed to each SPED teacher at that school. Each teacher e-mails updates of re-evaluation meetings as they take place and these updates are monitored continuously to assure that re-evaluations are occurring in a timely manner. A tally sheet showing the final percentage is included.*

The action of sending out lists of students up for re-evaluation well in advance of their due date and monitoring progress of timely re-evaluations has resulted in dramatically more re-evals being completed on time. This will result in more students being identified and served in a timely manner.

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***Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

**System Name:** Kingsport City Schools

**0822**

**Category**      **FLRE**      **39**

**Strategy**

*An appropriate Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) will be provided to children with disabilities as required.*

**Summary of Actions**

1)      A Planning Team of special education teachers, school psychologists, and Director of Special Education reviewed commercially available products for completing FBA/BIPs. In August 2004 they selected and purchased the complete Functional Assessment Intervention System (FAIS) from Psychological Corporation as a comprehensive set of tools designed to enable interdisciplinary staff to systematically complete FBAs; design and apply functionally derived Behavioral Interventions; monitor students' progress; and evaluate outcomes. A sample of the FAIS system is included on the following pages, along with samples of FBA/BIPs completed during the current 2004-2004 school year. The FAIS System contains Interview Forms and an Interview Guide, which is being used, for complete Parent and Teacher Interviews. An additional form was developed in August 2004 by the Planning Team for completing the Student Interview. Copies of interview forms are attached.

2)      The FAIS Referral Form (copy attached) is being used to facilitate an understanding of the referral reasons FBA/BIP, and a "starting point" for gathering information and reviewing the student's file. The FAIS Referral Form was modified by the Planning Team in August 2004, with additions made to provide a place for reviewing the Student File data such as grades, achievement test scores, school discipline records, and competency test scores.

Other components of the FAIS System being used include:

- The Social Competence Performance (SCP) Checklist: For parents and teachers to provide Positive Behavior Ratings and Challenging Behavior Ratings.
- The Classroom Competence Observation Form: Used for systematic observations across settings.
- Benchmark Planner; Intervention Guide; Guidelines for Collaboration; and FAIS Record Form: Used by the Student Support Team or IEP Team to assist in completing the FBA and developing the BIP.
- FAIS Record Form also used for Recording Benchmark Ratings on Goal Attainment; Recording Progress-Monitoring Data; and Evaluating Outcomes and Planning Next Steps.

Training: In-service training on use of the new FAIS System for completing FBA/BIPs was required for all special education personnel who have to complete FBA/BIPs. Three inservice workshops were offered, with a choice among Thursday, October 7, 3:30-6:00 pm; Friday, October 29, 9:00-11:30 am; and Tuesday, Nov. 9, 3:30-6:00 pm.

3)      Monitoring: The new FAIS system was subsequently implemented and monitored in November 2004 and March 2005 to assure that the completion of the FBAs and BIPs were done appropriately.

*Improved Student Outcomes: See next page*

*Improved Student Outcomes: Implementation of the new FAIS system has enabled classroom and special education teachers, school psychologists, counselors, and support staff to more systematically and accurately:*

- Identify the function of a student's challenging behaviors and gain a clearer understanding of his/her needs;
- Determine contextual factors associated with challenging behaviors that teachers can modify/alter;
- Consider potential events and conditions that should be modified to better fit the intervention to the student's individual needs in both regular education and special education settings;
- Design and apply functionally derived interventions to help students self-regulate challenging behaviors and enhance their competencies;
- Monitor student's progress and behavior in a more scientific, precise and observable manner;
- Evaluate outcomes in a more precise, accurate manner, and plan next steps;
- Link interventions more directly to assessment results;
- Teach positive alternatives or replacement behaviors that serve the same function as challenging behaviors;
- Support the development of social competence in students by identifying strength, not just problems;
- Develop pre-referral interventions that may decrease the need for special education referral and/or more restrictive placements.

**Friday, July 29, 2005**

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*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

*System Name: Kingsport City Schools*

*0822*

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Category *OR* *50*

Strategy

All facilities will be comparable and accessible for students with disabilities.

Summary of Actions

- 1) *A wheelchair-accessible water fountain is now present at Lincoln Elementary School.*

The improved student outcome is that now disabled students in wheelchairs have access to water at various locations throughout Lincoln Elementary.

~~~~~

*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

**System Name:** *Lauderdale County Schools*

**0490**

**Category**      **PI**      **19**

**Strategy**

**Summary of Actions**

*The LEAs special education staff has printed and distributed a newsletter, "Special Edition". A second newsletter will be distributed May, 2005. Two schools have had parent meetings. Ripley High and Halls High have scheduled meetings for May. Lauderdale*

~~~~~

Category **FLRE** **28**

Strategy

Summary of Actions

The LEA monitored the May 2004 exiting report and will monitor the May 2005 exiting report. A directive Studies class and tutoring for objectives of course work related to Gateway and end of course test was initiated. A variety of appropriate programs,

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*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

**System Name:** *Lauderdale County Schools*

**0490**

**Category**      *ST*      *42*

**Strategy**

**Summary of Actions**

*The High schools have provided tutoring before and after school for Algebra, English and Biology Gateways and end-of-course tests. Tutoring classes are provided in a 40-minute Interdisciplinary Study period imbedded into the school day. Staff at both*

~~~~~

Category *OR* *48*

Strategy

Summary of Actions

The LEA school psychologist met with key personnel in each school and reviewed the support team process. The Special Education Director conducted workshops, "The Purpose and Procedure of Support Teams", at individual schools with all special education staff. Staff development focusing on teaching and intervention strategies that reinforced the support teams recommendations was conducted.

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***Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

***System Name: Maury County Schools***

***0600***

**Category      *ECT*      13**

**Strategy**

*Transition training is provided to Parts B & C provider and parents.*

**Summary of Actions**

- 1) A joint training session was provided to both Part C & LEA on November 24, 2004. Information was provided on parent training and early intervention.*
- 2) The following parent trainings were provided to transitional Part C parents: February 9, 2004, May 24, 2004 and November 30, 2004. Additional trainings will be provided on February 10, 2005 and April 19, 2005.*
- ~~~~~

**Category      *PI*      23**

**Strategy**

*Parents are actively involved in decision making for their children. 89% of parents were sent Prior Written Notices for reevaluations which suggests that teachers may be unclear as to when a Prior Written Notice should be sent to parents for reevaluations.*

**Summary of Actions**

- 1) State Department staff provided clarification in March of 2004.*
- 2) File order forms have been revised and placed in all Maury County files Spring of 2004.*
- 3) Departmental inservices were provided and included in Prior Written Notice information in Spring of 2004 and August of 2004.*
- 4) The Maury County Special Education Handbook procedures for Prior Written Notice was updated and this revised procedure was distributed to all staff Spring of 2004.*
- ~~~~~

**Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY**

**System Name:** Maury County Schools

**0600**

**Category**      **FLRE**      **36**

**Strategy**

*Are suspension and expulsion rates for children with disabilities comparable to those for children without disabilities?*

*Special education students are 1 ½ times more likely to be suspended than general education students.*

**Summary of Actions**

*1) Maury County suspension rates are lower @ 5% than statewide suspension rates @ 11.9% for all students. Maury County special education suspension rate @ 11% is comparable to the statewide suspension rate of all students @ 11.9%.*

*2) Three schools were identified as schools with high suspension rates for all students including special education students.*

*3) Director of Schools has used principals' meeting to focus improvement plans to decrease suspension rates for all schools, (July, August, September of 2004).*

*4) A memo from the Director of Schools has been sent to all schools requiring that principals follow county wide discipline policies concerning suspensions.*

*5) Training was provided to faculties on required inservice on Positive Behavior Intervention. All administrative staff were provided an all day training on behavior intervention on November 17, 2004. Trainer included Tennessee Department of Education consultants and Special Education Central Office Staff.*

*6) Suspension rates reviewed October 2004, January 2005 and will be reviewed March 2005. Additional actions will be taken as needed.*

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Category **ST** **42**

Strategy

Maury County Public Schools intends to improve the percentage of youth with disabilities graduating with a general education diploma to be comparable within 50% to that for youth without disabilities.

Summary of Actions

1) Curriculum task force met 6 times working with an outside consultant. Middle school task force will start in January 2005.

2) Directed Studies classes are currently offered in all secondary schools. Plato software was purchased and currently being used in all secondary and middle schools.

3) Six special education staff were trained in Gateway Institutes in the summer of 2004. Three ½ day trainings were provided to General Education staff at Whitthorne on Strategies to differentiate instruction. Spring 2004-all special education staff @ Whitthorne participated in professional study group focused on reading fluency and received training from nationally recognized specialist. Special Education staff in more than four different trainings have been instructed in methods to align IEPs with state curriculum standards. All teachers have been given a copy of the blueprint for learning. All recommended middle school students were offered reading enrichment services.

4) The task force will meet 3 times during the Spring 2005 utilizing an outside consultant. Additional software will be supplied to both general and special education teachers in Spring of 2005.

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*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

*System Name: Maury County Schools*

*0600*

Category      *OR*      *50*

Strategy

*Facilities that serve students with disabilities are comparable and accessible.*

Summary of Actions

*The supervisor of special education will forward a memo to each building principal that will address the  
inadequacies at his/her facility. The timeline for this action is March, 2004.*

*All improvements are required to be completed beginning of 2004-05 school year.*

~~~~~

*Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

System Name: McNairy County Schools

0550

Category **GS** **11**

Strategy

Inservice training of professional staff addresses identified needs (Previous school year).

Summary of Actions

Special Education teachers were in-serviced by the LEA on the procedural requirement of providing Prior Written Notice to parents when a student is placed in a special education program. Students' folders were also monitored for compliance. A review of folders showed that Prior Written Notice were provided to parents of students upon placement into special education programs.

~~~~~

**Category**      **FLRE**      **27**

**Strategy**

*Children receive timely re-evaluations*

**Summary of Actions**

*Special Education teachers were in-serviced on the procedural guidelines for triennial evaluations. A duplicate copy for re-evaluation protocol was given for them to submit to the special education office as documentation that the re-evaluation was done in a timely manner. Lists were sent throughout the school year as a reminder that re-evaluation was done. E-mail were also sent as reminders. These actions were meant to improve services for students by making sure that all program requirements were completed, and that they met State and Federal guideline.*

~~~~~

***Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

System Name: McNairy County Schools

0550

Category ***FLRE*** ***36***

Strategy

Are suspensions and expulsions rates for children with disabilities comparable to those for children without disabilities?

Summary of Actions

The LEA focused on prevention and interventions techniques for students experienceing repetitivte behavior problems that resulted in suspensions and/or expulsions as a means of improving students coping mechanisms resulting in a decrease of suspensions and/or expulsions for students with diabilities. HABCO, an agency composed of behavior analyst was contracted with to provide more in-depth FBAs nd BHIs for sutdents experienceing continual unmodified behaviors. The Bas observed and assessed students behaviors, devised a plan to extinguish those behaviors, and trained staff on the implementaion of the plans. DCS provided training on the new education placement for studetns in DCS custody. Weekly meeting are held with representatives from the LEA, HABCO, Quinco, DCS, and any other agency involfed with the student, such as the Community Service Agency. Some students are place in the Learning Alternative Behaviors program as a means of decreasing inappropriate school behaviors. Staff has been trained on Implementation of Crisis Prevention and Intervention techniques.

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*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

*System Name: Meigs County Schools*

*0610*

Category      *GS*      *1*

Strategy

*Child find efforts will be coordinated.*

Summary of Actions

- 1. The child find flyer was reworked to include referrals 0 to 22.*
- 2. Child find efforts were expanded to include home schooled children, migrant, homeless, gifted, at-risk, and children progressing from grade to grade.*
- 3. Documentation of failed vision/hearing screenings were maintained on the appropriate forms.*
- 4. The gifted screening log for 03-04 was completed on the state provided form.*

*Efforts to expand child find will improve outcomes for children with special needs.*

~~~~~  
Category *GS* *11*

Strategy

Inservice training of professional staff will address identified needs, including needs identified through file review.

Summary of Actions

- 1. In-service training addressing needs dealing with reevaluation summaries was completed during the August meeting of special education teachers.*
- 2. Three files were randomly selected from each school of students who were reevaluated and reviewed by central office staff to see if current parent input, current classroom based assessment, and reevaluation determination was completed.*
- 3. In-service activities were planned for the summer months based upon a needs assessment and have continued during monthly meetings as well as during scheduled in-service days. These activities have addressed prioritized needs.*

Student outcomes improve as services are driven by identified needs.

~~~~~

*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

*System Name: Meigs County Schools*

*0610*

Category      *ECT*      *13*

Strategy

*Transition training will be provided jointly to parts B and C providers and parents.*

Summary of Actions

*All steps were completed. Documentation was maintained. This particular training benefited all students receiving physical therapy at the preschool.*

~~~~~

Category *FLRE* *39*

Strategy

Appropriate FBAs/BIPs will be provided to children with disabilities.

Summary of Actions

- *An in-service training dealing with Behavior Intervention plans was conducted in August 2004.*
- *Random samples of BIPs were reviewed and improvement existed. Teachers had included "ways to update" the plan.*

~~~~~

*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

*System Name: Meigs County Schools*

*0610*

Category      *FLRE*      *40*

Strategy

*Training in implementing the LRE for students with disabilities will be provided to address identified needs during the 2004-05 school year*

Summary of Actions

- *A presentation was made during the October monthly meeting concerning LRE needs of students.*
- *A handout was created and sent to every teacher within the system explaining the basics of LRE.*
- *The needs assessment will be completed in May to determine if further training is needed.*

*Student outcomes improve as teacher's understanding of LRE increases.*

~~~~~

Category *ST* *42*

Strategy

Increase the percentage of youth with disabilities graduating with a general diploma comparable to that for youth without disabilities.

Summary of Actions

- *During the in-service training in August 2004, special education teachers brainstormed ways to increase the graduation rate. Teachers were reminded to use Plato Labs as well as individual tutoring to increase the graduation rate. A new program of trained peer tutors is being utilized this year. Seniors who do not need all periods to complete requirements for graduation are being utilized as peer tutors instead of as teacher assistants this year. Our guidance department is completing training of peer tutors.*
- *Principals are reviewing plan books to ensure that state curriculum standards are being addressed. Progress on goals and objectives are documented and sent home to parents on a regular basis.*

By taking these steps Meigs County Schools believes that our graduation rate for special needs children will improve.

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*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

*System Name: Meigs County Schools*

*0610*

Category      *OR*      *50*

Strategy

*Facilities that serve children with disabilities will be comparable and accessible.*

Summary of Actions

- *The sign was ordered and placed in front of the middle school building by the maintenance staff.*

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*Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

System Name: *Milan Special Schools*

0272

Category **GS** **11**

Strategy

GS #11 In-service training of professional staff addresses identified needs. Only informal surveys were conducted in 2002-2003. A formal staff needs assessment was distributed, results analyzed, and trainings provided during the 2003-2004 school year.

PI #23 Parents are actively involved in decision-making for their children. Over 10% for prior written notice and parental input for Initial Evaluations were noted on A6A. Over 10% for pre-vocational and vocational supplemental aids, support for students, and modifications and supports for school personnel. IEP participants include general education teacher and IEP reviewed by teachers not attending the IEP Team meeting were noted on A5A. There was over 10% for parent input, current classroom-based observations, teacher, and related services provider observation and current reevaluations within 3 years previous date (previous reevaluations) (This PIP also serves for PI #23)

Summary of Actions

- 1. Supervisor downloaded from the state website the updated Initial Evaluation and Reevaluation packet. Then met with Lead Teachers to review packet- July 2004.*
- 2. Collaborated with other school systems in our area on "S-Team" procedures- May/June 2004.*
- 3. Implemented tracking log for Initial Evaluation and Reevaluation-Spring 2004*
- 4. Educational Diagnostician monitors Tracking Logs. Fall 2003*
- 5. Supervisor trained Lead Teachers and provided a manual to facilitate IEP procedures and training for building level resource teachers. Spring 2004*
- 6. Bi-weekly department meetings continue.*
- 7. A timeline and "S-Team" procedures was implemented. Fall 2004*
- 8. Melinda Baird, a Special Education law attorney, spoke to the Special Education staff on developing effective IEPs and rules and regulations. Spring 2004. Continued quarterly meetings to review and update changes Special Education laws.*
- 9. All Special Education teachers reviewed their students' records prior to the school year. By Summer 2004 – actually done March '05 prior to follow-up visit*

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***Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

***System Name: Milan Special Schools***

***0272***

**Category      *ECT*      13**

**Strategy**

*Transition training will be provided jointly to Part B and C providers and parents.*

**Summary of Actions**

*1. Kay Flowers, Preschool Consultant, met with Special Education supervisor and Preschool teacher along with Lead Teacher to discuss transition training and improving our services of children ages 3-5. Lead Teacher has developed a working relationship with TEIS personnel for referring children and providing appropriate services. November 2004*

*2. A transition training in conjunction with Child Find was held May 9, 2005.*

*3. Lead Teacher created a file to track students being referred for services or evaluations. November 2004*

~~~~~

Category *PI* 20

Strategy

Results of program improvement activities reflect the identified needs of parents of children with disabilities. No Formal survey was completed in 2002-03, therefore indicating the need for A12 (a Parent Needs Assessment) in 2003-04. However, two informal surveys were conducted during the 2003-04 school year.

Summary of Actions

1. The A12, the Parent Needs Assessment, was conducted during the 2003-2004 year to determine needs for training. Spring 2004 There will also be another survey conducted during the spring of 2005.

2. Areas of need are documented and tallied in the survey System Tally that is included in this document. All stakeholders are included.

3. Melinda Baird conducted training on Special Education rules and regulations. Spring 2004. Also, training is offered through professional development opportunities offered by the State Department of Education.

4. At bi-weekly department meetings, teaching strategies and inclusion are discussed regularly. Also, training is offered through professional development opportunities offered by the State Department of Education.

5. At bi-weekly department meetings, teaching strategies and inclusion are discussed regularly. Also, training is offered through professional development opportunities offered by the State Department of Education.

6. Through teacher feedback given to the Lead Teachers, Principal, and/or Special Education Supervisor, special consideration and opportunities are given to individualized needs for personal growth. The majority of the staff has taken the opportunity to participate in an outside professional development opportunity. These staff members are required to report back to the staff once training is finished.

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***Friday, July 29, 2005***

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*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

**System Name:** *Milan Special Schools*

**0272**

**Category**      *ST*      *42*

**Strategy**

*Milan Special School District intends to improve the percentage of youth with disabilities graduating with a general diploma to be comparable (within 50% of that of youth without disabilities).*

**Summary of Actions**

- 1. In January 2004 curriculum and materials that aligned with Gateway standards were ordered. Those included Tennessee Gateway Coach for Algebra I, Biology, and English II. Also ordered were scientific calculators (TI 803+) for resource students.*
- 2. The classes are continued to be offered.*
- 3. Milan High School and Milan Middle School Special Education teachers were offered the opportunity to attend the Regional Gateway Institute. The Lead Teacher at Milan High School attended this institute and shared information to the staff at the high school and middle school.*
- 4. This was completed in the spring of 2005.*

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***Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

System Name: *Monroe County Schools*

0620

Category **ST** **42**

Strategy

The percentage of students with disabilities graduating with a general education diploma increases or decreases annually.

Summary of Actions

1. *The Monroe County School System, no later than August 2004, will provide teacher training in Gateway Assessment, allowable Gateway modifications and proposed assessment dates for special education teachers.*
Specific actions taken: Training sessions were held for special education teachers regarding Gateway assessments, modifications, and proposed assessment dates. Teacher training focused on ways to improve student outcomes by incorporating state standards into each student's IEP program. Special education teachers have also been provided research-based materials correlated to Gateway standards.
The utilization of this material along with allowable and special condition accommodations has shown an increase in the number of students passing the Gateway test in December.
2. *The Monroe County School System, no later than October 2004, will provide staff development regarding collaborative teaching practices for general and special education teachers.*
Specific actions taken: Collaborative Gateway teacher training was provided for general and special education teachers. Training focused specifically on the use of research-based materials and computer software correlated to Gateway standards.
General and special education teachers discussed classroom accommodations along with inclusion strategies.
3. *The Monroe County School System will evaluate the results of these activities in May 2005.*
Specific Actions taken: Gateway test scores were reviewed after the December test. Students within five points of passing the test were placed in regular education classes focusing on Gateway skills. The students received additional supports as needed from special education.
May scores will be reviewed and placement decisions made as soon as they are received.

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***Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

**System Name:** *Montgomery County Schools*

**0630**

**Category**      **GS**      **11**

**Strategy**

*Clarksville Montgomery County School System intends to provide inservice training of professional staff to address areas of need as indicated through student file monitoring evidenced by TDOE Data Sheets. The following six areas of greater than 10% deficiency are identified as follows:*

*IEP Deficiencies:*

*Present Levels of Performance  
Desired Post School Outcomes by 14  
Student Involvement by 14  
IEP reviewed by Teachers not attending*

*Eligibility Deficiencies:*

*Current re-evaluation within 3 years of previous date  
Prior Written Notice for Change of Placement*

**Summary of Actions**

- 1. On March 8, 2004 inservice training was provided. See attached list of participants. Transition Reminder Meetings were held at each middle/high school complex. Attached are the dates, sign-in sheets, agenda, and corresponding handouts.*
- 2. On June 11th a group of middle and high school teachers met to discuss transition issues and revise the transition folder. See attached agenda, sign-in sheets, review and recommendations, and revised transition folder.*
- 3. Transition Updates were held at each middle/high school complex to share Peer Study Group recommendations. Additionally, the transition program was expanded to include a new program and hiring of a Career Specialist. See agenda, dates, and sign-in sheets. Participants received a WE-TIP information sheet and revised transition folder.*
- 4. Three New Teacher training sessions were held during the 2004-2005 year. During these training sessions experienced teacher mentors assisted new teachers with IEP development and compliance. Throughout the school year, new teachers were assisted by school psychologists in IEP development and file monitoring procedures. See attached agendas, sign-in sheets, and dates.*
- 5. IEP training sessions were conducted with individual teachers as evidenced in attached consulting teacher logs. CIMP file monitoring was conducted in January for all elementary schools and in February for all middle and high schools. See attached agenda and verification of attendance.*
- 6. Case study IEP examples were shared with new teachers during first of three (10-18-2004), new teacher training sessions and used as examples throughout the year.*
- 7. With regards to Prior Written Notice, the LEA has provided school psychologists with State Department of Education memo from Joe Fisher dated May 28, 2004 "Interpretation of Prior Written Notice." The LEA has opted to postpone staff development with TDOE until Reauthorization 2004 regulations are confirmed.*

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*Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

System Name: *Montgomery County Schools*

0630

Category **FLRE** **28**

Strategy

High school completion/exit rates for children with disabilities will become more comparable to completion rates for non-disabled children.

Summary of Actions

During the 2003-04 school year, Rossville High School implemented its first inclusion pilot program in the area of math, making it the baseline year in terms of data collection. Please see attached program description. The inclusive model has been extended to the area of English for the 04-05 school year. Additionally, Kenwood High school will implement a similar inclusive model during the 2005-06 school year. Benchmark and Gateway assessments will be used to measure program effectiveness.

On March 8, Supervisor of Secondary Special Education presented a power point presentation to address IEP development as well as best practices for fostering student and parent involvement in IEP meetings. List of participants and a copy of the power point presentation is attached.

LEA provided training opportunity to regular and special education teachers in Reading in the Content Area as a preparation for program implementation. Northeast High School and Clarksville High School offered a regular education and special education course. Service options were determined by student need and ability. Remaining high schools offered a special education course through Developmental Studies. Course standards were included and accessed through the SEAS program for development of goal sheets. See attached course overview and list of teachers who attended the training.

Gateway Summer Training Institutes were offered by the LEA in the areas of Science, Math, and English. See agendas and list of participants.

Three teachers attended training on Differentiated Instruction for all Gateway areas. Information was shared with Gateway consulting teachers and used for further staff development. See list of participants.

Various in-services were offered to teachers during the July Horizons Conference relating to instruction and improving student achievement. Samples of two such inservices are attached.

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*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

**System Name:** *Montgomery County Schools*

**0630**

**Category**      **ST**      **46**

**Strategy**

**Summary of Actions**

1.      *On March 8, 2004 inservice training was provided. See attached list of participants. Transition Reminder Meetings were held at each middle/high school complex. Attached are the dates, sign-in sheets, agenda, and corresponding handouts.*
2.      *On June 11th a group of middle and high school teachers met to discuss transition issues and revise the transition folder. See attached agenda, sign-in sheets, review and recommendations, and revised transition folder.*
3.      *Transition Updates were held at each middle/high school complex to share Peer Study Group recommendations. Additionally, the transition program was expanded to include a new program and hiring of a Career Specialist. See agenda, dates, and sign-in sheets. Participants received a WE-TIP information sheet and revised transition folder.*
4.      *Three New Teacher training sessions were held during the 2004-2005 year. During these training sessions experienced teacher mentors assisted new teachers with IEP development and compliance. Throughout the school year, new teachers were assisted by school psychologists in IEP development and file monitoring procedures. See attached agendas, sign-in sheets, and dates.*
5.      *IEP training sessions were conducted with individual teachers as evidenced in attached consulting teacher logs. CIMP file monitoring was conducted in January for all elementary schools and in February for all middle and high schools. See attached agenda and verification of attendance.*
6.      *Case study IEP examples were shared with new teachers during first of three (10-18-2004), new teacher training sessions and used as examples throughout the year.*
7.      *With regards to Prior Written Notice, the LEA has provided school psychologists with State Department of Education memo from Joe Fisher dated May 28, 2004 "Interpretation of Prior Written Notice." The LEA has opted to postpone staff development with TDOE until Reauthorization 2004 regulations are confirmed.*

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*Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

System Name: *Montgomery County Schools*

0630

Category *ST* *47*

Strategy

Summary of Actions

1. *On March 8, 2004 inservice training was provided. See attached list of participants. Transition Reminder Meetings were held at each middle/high school complex. Attached are the dates, sign-in sheets, agenda, and corresponding handouts.*
2. *On June 11th a group of middle and high school teachers met to discuss transition issues and revise the transition folder. See attached agenda, sign-in sheets, review and recommendations, and revised transition folder.*
3. *Transition Updates were held at each middle/high school complex to share Peer Study Group recommendations. Additionally, the transition program was expanded to include a new program and hiring of a Career Specialist. See agenda, dates, and sign-in sheets. Participants received a WE-TIP information sheet and revised transition folder.*
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6. *Case study IEP examples were shared with new teachers during first of three (10-18-2004), new teacher training sessions and used as examples throughout the year.*
7. *With regards to Prior Written Notice, the LEA has provided school psychologists with State Department of Education memo from Joe Fisher dated May 28, 2004 "Interpretation of Prior Written Notice." The LEA has opted to postpone staff development with TDOE until Reauthorization 2004 regulations are confirmed.*

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*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

**System Name:** *Murfreesboro City Schools*

**0751**

**Category**      **GS**      **11**

**Strategy**

*To address needs of professional special education staff as it pertains to file record review and compliance*

**Summary of Actions**

- 1. Students were removed from MCS Census. These students are on file @ TDOE-Nashville*
- 2. TDOE conducted on site focus monitoring March 2004. List of students removed from census on file at TDOE.*
- 3. Diana Tudor, TDOE mgt Consultant, conducted one day training in-service on March 26, 2004.*
- 4. Staff conducted spring and fall file reviews for 2004-05 school year*

**Category**      **ECT**      **13**

**Strategy**

*Transition training is provided jointly to Part B and C providers.*

**Summary of Actions**

- 1. Parents as partners collaborative annual meeting took place in April 2004. One did not take place spring of 2005 because of staffing and program location change for the preschool special needs classrooms. A parent meeting will take place in early mid August for 2006-06 school year.*
- 2. Annual Joint Training with Part C providers continues to take place. A meeting will be scheduled for September with Part C providers.*
- 3. MCS will develop an "Expectations Survey" at the 90 day transition meetings for 2005-06 school years. The results will be compiled and planning completed by spring 2006.*



***Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

***System Name: Murfreesboro City Schools***

***0751***

**Category      *PI*      20**

**Strategy**

*Results of program improvement activities reflect the identified needs of parents of children with disabilities*

**Summary of Actions**

- 1. MCS sent home over 750 parent surveys requesting parent input for future trainings. Over 150 surveys were returned. See attached Training Survey Form and results. (spring 2005)*
- 2. MCS requested through the parent survey form for interest in becoming a PEL committee member. See listing of positions. (Spring 2005)*
- 3. MCS had parents to complete in-service training effectiveness forms. See copy of parent forms. (Jan-March 2005)*
- 4. MCS maintains groups, such as the Communication Advisory Council, which aids in meeting this requirement. (Fall-Spring 04-05)*

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Category *FLRE* 26

Strategy

Children receive timely evaluations including those children transitioning from Part C.

Summary of Actions

- 1. Students were removed from MCS Census. These students are on file @ TDOE-Nashville*
- 2. TDOE conducted on site focus monitoring March 2004. List of students removed from census on file at TDOE*
- 3. Diana Tudor, TDOE mgt. Consultant, conducted one day training in-service on March 26, 2004. See copy of sign in sheet and agenda (content covered)*
- 4. Staff conducted spring and fall file reviews for the 2004-05 school year.*

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*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

**System Name:** *Murfreesboro City Schools*

**0751**

**Category**      ***FLRE***      **33**

**Strategy**

*Positive Response to parent satisfaction surveys increases*

**Summary of Actions**

- 1. A program improvement survey was developed and sent home to all parents of sped students. Over a 20% parent survey return rate occurred. (January 2005)*
  - 2. Surveys were collected from parents and the results were shared through the quarterly parent special education newsletter. (May 2005)*
  - 3. Results form the parent survey forms have driven future parent trainings for the 2005-06 school year. A list of those upcoming trainings and completed sign in sheets will be forwarded to our compliance consultant, Hiram Tate.*
- ~~~~~

**Category**      ***FLRE***      **39**

**Strategy**

*Appropriate Functional Behavioral Assessments and Behavior Intervention Plans provided to children with disabilities as required.*

**Summary of Actions**

- 1. MCS conducted and trained individual school teams on writing FBSs and BIPs and what content each should contain on the following dates: February 27,2004 and on March 3, 2005.*
  - 2. MCS reviewed 17FBAs in Spring of 2005 and found that all had components that met within recommended state guidelines*
  - 3. Behavior goals were and still are continually sent home during each grade period,*
  - 4. Assessment staff, including Felicia Burk, Approved Behavior Analyst, continues to provide student and teacher consultation on issues concerning student behavior, and writing appropriate FBAs and BIPS.*
- ~~~~~

***Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

***System Name: Rhea County Schools***

***0720***

**Category      *ECT*      13**

**Strategy**

*Transition training is provided jointly to Parts B and C providers and parents.*

**Summary of Actions**

- 1. An interagency transition meeting was held on September 15, 2004. It was hosted by Rhea County and Dayton City Schools. Part B and C providers and parents attended it. This meeting was held to improve communication between agencies and parents and to initiate a smooth transition.*
- ~~~~~

**Category      *FLRE*      34**

**Strategy**

*Children with disabilities will participate in and progress in the general curriculum and pre-school children will be in appropriate activities.*

**Summary of Actions**

- 1. Special education coordinators and school psychologists met with the regular and special education teachers at each school to develop collaboration techniques. The meetings were held on the following dates-Spring City Elementary,9/14/04-Spring City Middle,9/14/04-Graysville,8/25/04-Rhea Central Elementary,9/04-Rhea County High School,9/04-Frazier Elementary,8/27/04.  
Students will improve their academic performances when regular and special education teacher's work closely together to provide appropriate modifications.*
  - 1. General education teachers have been given an opportunity to attend special education conferences. Regular education teachers have attended a workshop on Aspergers (8/11/04), a workshop on deaf education (11/13/04), a workshop on Project Brain (8/9/04), a workshop on classroom management and dealing with difficult students (8/13/04), the LRE FAST conference (11/03-04/04), and Strategies for Teaching Reading conference (9/15-16/04).  
Teacher's who attend special education conferences will be more prepared to teach special education students. Students will make more progress in the general curriculum.*
- ~~~~~

*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

**System Name:** *Rhea County Schools*

**0720**

**Category**      *FLRE*      **36**

**Strategy**

*Suspension rates for children with disabilities will be more comparable to those children without Disabilities.*

**Summary of Actions**

- 1. A workshop was held on August 19th to develop strategies to improve suspension problems in Rhea County schools. In attendance were Sue Porter, Superintendent; Jerry L. Levengood, Principal; Walta Toliver, Assistant Principal; Gary Cooper, Vocational Director; and Tina Stone, Special Education Coordinator. Katrina Casteel conducted the workshop. As a result of the meeting, a behavior management teacher was hired at Rhea County High School to provide one on one behavior support for students experiencing difficulties. Students who would have been suspended in the past, are now able to work with the behavior management teacher in the school setting and continue their studies. Students who remain in the school setting instead of being suspended will not fall behind their peers. Behavior difficulties will be less likely to effect student achievement.*
- 2. A workshop was held on August 19, 2004 to discuss the suspension problem and to develop strategies to improve the rate of suspension of special education students. Those in attendance were Kay Lewis, school psychologist and coordinator at Frazier Elementary; Reba Murphy, coordinator at Spring City Elementary; Mary Taylor, school psychologist and coordinator at Graysville Elementary; Pam Williams, coordinator at Rhea Central Elementary School; Martha DeRossett, speech coordinator; Tina Stone, coordinator at Rhea County High School; and Carol Derlak, preschool coordinator. The group looked over the suspension data and concluded that the only school who had a problem was Rhea County High School. Strategies were developed to make teachers more aware of the problem. Strategies developed by the coordinators and the principals will improve student performance because they will not be removed from the general curriculum as often. Students will be more likely to receive their education in the least resistive environment.*

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***Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

System Name: *Rhea County Schools*

0720

Category ***FLRE*** **38**

Strategy

Training in positive behavioral interventions is provided to address identified needs.

Summary of Actions

1. *Dr. William McGee, a Chattanooga psychologist, is under contract with Rhea County to provide consultation and counseling services. Teachers have the opportunity to develop specific intervention strategies for an individual student with Dr. McGee's assistance. Student with unique behavioral problems respond more consistently to strategies developed by a teacher who has an opportunity to work with a behavior specialist. Improvement in behavior is more likely to occur when the teacher has support from Dr. McGee.*
2. *Dr. Pam Guess with the University of Tennessee at Chattanooga provided an in-service for regular and special education teachers on behavior management. It was held on November 18, 2004. Students with behavior issues will be able to be placed in the least restrictive environment when all teachers are trained in proper behavior management techniques.*
3. *The Positive, Effective Discipline for Young Children conference was attended by Maxanne Brooks and Bunny Derlak, preschool teachers, on February 2, 2005. Discipline techniques often differ for preschool students and this conference gave the preschool teachers an opportunity to develop behavior management skills that are effective with younger students.*
4. *Dr. William Bender from the University of Georgia presented a workshop called Relational Discipline: Strategies for In-Your Face Kids. It was held on August 13, 2004 at Rhea County High School. It included all teachers and assistants prek-12 in special education and regular education. Teachers identified behavior management as the number one area where they needed more training. This in-service provided practical hands on training for all personnel. Students are able to be placed in the least restrictive environment when teachers are trained in positive behavior management methods.*

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**Category**      ***FLRE***      **40**

**Strategy**

*Training for implementing LRE is provided to address needs (BF10A) (previous school*

**Summary of Actions**

1.      *Seven teachers representing four schools attended the LRE Conference on December 3-4, 2005. Teachers gained practical information that will increase the placement of students in the least restrictive environment and will enhance student learning.*
  2.      *The LRE for Life provided professional development on August 12, 2004. It was attended by teachers and administrators at Rhea Central Elementary and Spring City Elementary. It included an overview of the LRE for Life project and best practice information developed from researched based information. Two schools also received technical assistants from the LRE for LIFE project throughout the 2004-05 school year. Schools that participate develop inclusion strategies that will result in the least restrictive environment for all students.*
- ~~~~~

*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

**System Name:** *Rhea County Schools*

**0720**

**Category**      *ST*      *45*

**Strategy**

*All special education teachers at Rhea County High School will be aware of available linkages to transition Services.*

**Summary of Actions**

- 1. An in-service was held at Rhea County High School on September 22, 2004. It was lead by Terry Wilkey, the transition school to work coordinator. Teachers who participated will be more familiar with transition services in the community and will be better able to assist students in selecting appropriate services. Students will have more assistance from teachers when developing and attaining transition goals.*
- 2. After the in-service took place, teachers took time to review the transition plans of each of their students transition plans. The students will be able to work more successfully toward their transition goals when each of their teachers are familiar with their plans.*

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*Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

System Name: Richard City Schools

0581

Category *GS* *1*

Strategy

Summary of Actions

A vision and hearing screening log of all students was maintained showing results of pass/fail. Those failing also showed follow-up dates. These logs helped to maintain more accurate records which, in turn, helped the students achieve greater success in the classroom.

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Category      *GS*      *11*

Strategy

Summary of Actions

*In Step 1, in-service training was provided in August, 2004 to deal with the proper signing of IEPs, parent input, prior written notice placement date, behavioral assessment/intervention plan, present levels of performance, voc and pre-voc, areas of need, extended school year consideration, transition notices, and having the students invited to the meetings. By doing the above listed items, parents and students alike felt more confident that each had a "say" in writing the IEP.*

*In Step 2, 15 student files were randomly reviewed to monitor progress. After reviewing, progress was indeed shown from the students.*

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*Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

System Name: Richard City Schools

0581

Category **PI** **20**

Strategy

Summary of Actions

The Parental Needs Assessment was completed for the 2004-2005 school year, and another will be completed during the 2005-2006 school year. The 2004-2005 results were analyzed and assembled prior to January of 2005, with the results being made accessible to teachers, administrators and parents. This assessment improved the parental input involved in the writing of IEPs.

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Category      **PI**      **23**

Strategy

Summary of Actions

*Printed information and training was provided on understanding a disabled child's special needs, helping to acquire skills that support the implementation of IEPs, and information about child development. This was completed by May, 2005, and documentation is attached. This process of delivering information helped to keep the parents and students informed of happenings, and thus made them each feel more useful in the IEP writing process.*

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*Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

System Name: Richard City Schools

0581

Category **FLRE** **38**

Strategy

Are suspension rates for children with disabilities comparable to those for children without disabilities? (previous school year) (comparable = 10%)

Summary of Actions

A Needs Assessment was completed with the staff to identify training needs. Training was provided based on the needs identified by the Needs Assessment. These steps helped to improve student outcomes by making the teachers more aware of what the students needed by providing necessary in services to teachers.

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**Category**      **ST**      **46**

**Strategy**

**Summary of Actions**

*A complete review of all IEP folders of 14 year olds was completed by May, 2005 to ensure a course of study is documented. This has helped because the students know what is in the IEP, and they help write the IEP, so they are more likely to willing follow the IEP.*

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*Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

System Name: Richard City Schools

0581

Category *OR* *50*

Strategy

All facilities with disabled students are comparable and accessible.

Summary of Actions

The gym is presently under construction, with a projected completion date of August, 2005. This will help ensure that all facilities are comparable and accessible.

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***Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

**System Name: Robertson County Schools**

**0740**

**Category      GS      11**

**Strategy**

*Inservice trainings of professional staff address identified needs.*

*(The Robertson County School System intends to appropriately assess and provide intensive training for our staff's identified need in the areas of IDEA requirements and procedures.)*

**Summary of Actions**

*1. Functional Behavior Assessment , purpose and procedures, were presented to 15 of 17 faculties (88%, including regular and special education personnel) by the school psychologists during December 2004 and January 2005. School Psychologists are to attend IDEA Update provided by the TDOE on April 20, 2005, which will include the changes made in the FBA process.*

*Information regarding IDEA changes, effective July 1, 2005, will be shared with administrators at Principal's meetings. Further training will be provided to administrators during the Fall 2005.*

*2. Fall 2004, all special education personnel were trained on IDEA procedures.*

*3. All non-tenured teachers (3 years experience or less) were presented IDEA procedures during a 6-hour seminar. Based on review of files, no significant weaknesses exist for the tallying of A5A and A6A to warrant focused training of staff or particular building.*

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Category PI 19

Strategy

RCSS intends that the needs of parents with disabilities will be reflected in all program improvement activities.

Summary of Actions

1.) The special education needs assessment forms were distributed to SPED staff on October 26, 2004. Parents were asked to complete the needs assessment forms to provide further training in areas of interest.

2.) Results from the special needs assessment forms indicated that the top 5 areas (based on rankings of 1-5) parents want further training in include: behavior management/disciplines, ADHD/ADD, transition, functional behavior assessments, and early childhood issues. Training for parents will be available during the 05-06 school year through a variety of seminars (school based or community based), Robertson County Family Resource Center, and other agencies such as LRE for Life Project. Results of needs assessment forms will be available at the Robertson County Board of Education- special education office.

3.) The special education needs assessment forms will be distributed again to parents during the fall of 2005. Providing training to parents will improve parental knowledge and awareness in areas of interest and therefore will be a positive impact on the student.

***Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

System Name: Robertson County Schools

0740

Category *FLRE* 32

Strategy

The percentage of children with disabilities exiting Part C and eligible under Part B, receiving special education and related services in appropriate pre-school programs by their third birthday increases. (BF4E) (current school year)

Summary of Actions

- 1. The goal is to involve preschoolers in community-based programs and local preschools. This should allow the students to experience involvement with typically developing peers.*
 - 2. Information pamphlets distributed through Kindergarten parents should increase parental awareness of appropriate programming for younger siblings and parents of other preschool children.*
- ~~~~~

Category *FLRE* 39

Strategy

Appropriate Functional Behavior Assessments (FBA's) and Behavior Intervention Plans (BIP) are provided to children with disabilities (as required) (BF5D) (Current school year)

Summary of Actions

- 1. FBA overview was presented to 15 of 17 faculties within the system (88% including regular and special education personnel) during December 2004 and January 2005.*
- 2. More specific training will be available to regular and special education during a 3-hour inservice to be presented in August of 2005.*
- 3. The FBA process was presented to all special education teachers with three or fewer years of service during a 6-hour-training covering several special education processes. This training occurred on December 10, 2004.*

The intended outcome for all action steps is an increase in appropriate and effective Functional Behavior Assessments and Behavior Intervention Plans for all students for whom an FBA is deemed appropriate.

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*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

**System Name:** Robertson County Schools

**0740**

**Category**      **ST**      **42**

**Strategy**

*Is the percentage rate of youth with disabilities graduating with a general diploma comparable to that for youth without disabilities?*

**Summary of Actions**

- 1. Beginning with the year 2003, Robertson County School System started providing Gateway Remedial Labs and before /after school tutoring serving both general and special education students on a continuous basis throughout the school year. Labs were provided during school hours using Gateway remedial software (Riverdeep & Globe Fearon, Gateway Coach) and tutoring was provided before and after school by teachers.*
- 2. Starting with the 2003-2004 school year Greenbrier High School began offering as a special education class English 10 and Algebra I for Gateway remediation. All high schools within the county started using Globe Fearon and Riverdeep texts support as part of Gateway remediation.*
- 3. Beginning with the 2003-2004 school year, general education Biology classes were offered to special education students with modifications. (see IEP as one example)*
- 4. Beginning with the year 2004-2005 school, Robertson County had 4 high school teachers to participate in the Gateway Institute Phase I training sessions in order to improve teaching objectives so more students could pass the Gateway test.*
- 5. Within the 2004-2005 school year Robertson County School System researched and found programs (Globe Fearon, Gateway Coach booklets & Software and Riverdeep) for teachers to use as a Gateway remediation with students.*
- 6. As of the 2004-2005 school year, students who failed the Gateway test in the fall have an opportunity to take the tests again in the spring. (see IEP as one of the examples).*

*All of the above implementations are to improve the rate of special education students graduating with regular education diplomas. We realized in order for this to be successful, provisions for Gateway training for special education teachers are necessary for them to gain knowledge in the skills important to include in the curriculum. Providing Gateway classes, tutoring, and labs were included for our students to have a stronger understanding of subject matter so they can be successful at passing the Gateway tests.*

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*Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

System Name: *Robertson County Schools*

0740

Category **OR** **49**

Strategy

Minority students are assessed and identified as intellectually gifted (IG) through a process equitable to that used for non-minority students.

Summary of Actions

- 1. Brochures have been distributed to each teacher at the end of the 2004/05 school year.*
- 2. Trainings have not begun yet, but it is planned for our school psychologists to address general education teachers at staff meetings held at each building beginning in the fall of the 2005/06 school year. Furthermore, a R.I.S.E. committee has been developed to look at the correlation of gifted curriculum to the general education curriculum.*
- 3. Child Find screenings revealed three "at risk" students who are being screened for possible giftedness. These will be screened with alternative methods used as needed.*

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***Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

***System Name: Shelby County Schools***

***0790***

**Category      *FLRE*      26**

**Strategy**

*Children will receive timely evaluations, including children transitioning from Part C.*

**Summary of Actions**

1.      *August 2004 - In-service included sessions on the referral process. (Outcome – timely placements)*
2.      *The Special Education Handbook was revised and distributed in August 2004. (Outcome – timely placements)*
3.      *Referral database information for 2004-2005 has been reviewed four months in the fall and will continue; identified problems have been reviewed (less than 10 calls). (Outcome – timely student placements)*
4.      *August 2004 – EASY IEP is now required for all files and is reviewed by coordinators and psychologists to compliance timelines. (Outcome – timely student placements)*
5.      *August 2004 – A joint training was offered to Part C providers concerning timelines for placements by third*

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Category *FLRE* 27

Strategy

Do children receive timely re-evaluations? (within three years of previous eligibility evaluation)

Summary of Actions

1. *August 2004 in-service for SPED included sessions on the referral process. (Outcome – timely placements)*
2. *August 2004 the updated SPED Handbook was distributed to SPED staff and building administrators. (Outcome – timely placements)*
3. *August 2004 the referral database for referrals and re-evaluations was distributed to all staff and has been reviewed monthly for monitoring. (Outcome – timely student re-evaluations)*
4. *August 2004 the EASY IEP is used system-wide and has provided information on timelines. (Outcome – timely re-evaluations). EASY IEP training was provided.*
5. *Monthly – School psychologists have reviewed previous re-evaluations and have made recommendations for the type of re-evaluations that IEP Teams should request. (Outcome – flexibility in student re-evaluations)*
6. *Information from EASY IEP has been monitored by coordinators. (Outcome – timely re-evaluations)*

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***Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

***System Name: Shelby County Schools***

***0790***

**Category      *OR*      48**

**Strategy**

*Minority students are assessed and identified as mentally retarded through a process equitable to that used for non-minority students.*

**Summary of Actions**

- 1. The categories of "Developmentally Delayed" and "Functionally Retarded" were reviewed for assessments beyond MR identification. SPED clericals pulled lists in August 2004.*
- 2. Four monthly focus meetings involving school psychologists targeted new assessment materials (Woodcock-Johnson III) especially for Hispanic and Black students. Recommended assessment materials were ordered.*
- 3. Adaptive scales and interviews with parents of minority students were intensified to search for higher adaptive scores (example: one psychologist, Scott Beebe, is bilingual Spanish and tested all Hispanics).*
- 4. Identifications of more than 25 MR students, including all transfer MR students, were reviewed by a team of psychologists and were re-classified LD.*

*SUMMARY: MR only represents 0.5% of the total student population (262 MR divided by 47,019 ADM), which is far less than the 2% (940 MR) Mentally Retarded expected in the total population.*

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Category *OR* 49

Strategy

Minority students are assessed and identified as gifted (IG) through a process equitable to that used for non-minority students.

Summary of Actions

- 1. October 2004 – Barbara Veaser met with approximately 30 APEX (IG) teachers for in-service on the identification of minority gifted students. (Outcome – increased minority gifted referrals)*
- 2. August 2004 – One of four contracted psychologists is a minority contractor and is utilized to assess and review minority referrals. (Outcome – more culturally diverse student identification for IG)*
- 3. August 2004 – The LEA began to use WISC-IV which is less culturally biased than those previous assessment instruments. (Outcome – increase minority students IG identification)*
- 4. August 2004 – Alternative assessments received a greater emphasis by changing the scoring of teacher and students scales. (Outcome – more emphasis of student motivation and increased identification of minority IG)*

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***Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

***System Name: Sullivan County Schools***

***0820***

**Category      GS      11**

**Strategy**

*Sullivan County Schools will ensure that in-service training of professional staff addresses identified needs, including needs addressed through student file review.*

**Summary of Actions**

- 1. Mandatory in-service was held on August 23-24, 2004 on the areas found in need of improvement through student file review.*
- 2. Two randomly selected files from each teacher were reviewed November 15-19, 2004. There were 167 records reviewed. There was significant improvement in 11 out of the 12 problem areas. Follow-up file review in March 2005 of problem areas indicated improvement in all areas.*
- 3. Behavior Management in-service was conducted on February 16 & 23, 2005.*
- 4. Learning Disabilities in-service was conducted by ETSU staff on February 1, 2005.*
- 5. Sensory Integration Therapy, Inclusion and Teaching Strategies that Really Work for the Autistic Child was held on March 31, 2005.*
- 6. Assistive Technology Workshop was held October 26, 2004.*
- 7. Special Education Rules and Regulations were discussed at the mandatory August 23-24, 2004 in-service. The coordinators provided one on one training to new teachers.*

*By completing the above actions for steps one, two and seven there was significant improvement shown on the file review. Improvement in step 3 resulted in improved FBA's which should result in improved student behavior. Improvement in step 4 will result in better identification of students with Learning Disabilities. Improved techniques for the autistic child is a result of improvement in step 5. In step 6, exposure to assistive technology will result in greater use of assistive technology in the classroom.*

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***Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

System Name: Sullivan County Schools

0820

Category **ECT** **13**

Strategy

Transition training will be provided jointly to Parts B and C providers and parents.

Summary of Actions

- 1. The needs survey was sent home to preschool students at Akard (11), Sullivan Elementary (9), Valley Pike (10) and 2 classes at Gravely (14) the week of August 23 and given to teachers & assistants. The survey was mailed to 18 two-year-olds who TEIS referred to Sullivan County and will be turning 3 during the 2004-2005 school year with a self-addressed, stamped envelope on Friday, August 20 (total of 62 surveys to parents). The survey was faxed to TEIS requesting it be distributed to Part C service providers.*
- 2. Twenty eight surveys were returned, with twenty four being correctly completed so they could be tallied for results. The surveys indicated a need for a workshop on behavior management.*
- 3. A flier was sent home with every preschool student: 13 at Akard, 11 at Sullivan Elementary, 13 at Valley Pike, and 18 at Gravely the week of November 1. The survey was mailed to 18 two-year-olds who TEIS had referred to Sullivan County on Thursday, October 28, 2004. Information was faxed to the Kingsport Times News & Bristol Herald Courier to advertise in the newspaper. Sullivan County's Staff Development advertised the workshop. TEIS was faxed information to share with the service providers.*
- 4. The behavior management in-service was held Wednesday, November 10, 2004, from 6:00-8:00 at Sullivan County Central Office.*
- 5. Evaluation totals indicated high (4 and 5) marks. Comments included that the presenter was very knowledgeable, gave good examples, and helped with individual questions and problems.*
- 6. A needs survey for Parts B and C, providers and parents was developed and sent to the providers and parents. The responses were prioritized and training provided according to the identified need. Evaluation of the training was completed to help the system in providing quality trainings.*

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***Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

***System Name: Sullivan County Schools***

***0820***

**Category      *ECT*      *17***

**Strategy**

*Opportunities for community-based services for children exiting Part C and NOT eligible for Part B will increase as a result of ongoing program evaluations and capacity building.*

**Summary of Actions**

- 1. In August, 2004 a list of other community based opportunities was developed & provided to the 5 preschool teachers to begin sharing with parents of children exiting Part C and not eligible for Part B in Sullivan County and those referred from other sources.*
- 2. February 3, 2005, the list of other opportunities was given to the Occupational Therapist, Physical Therapist, a Speech Therapist, Vision Specialist, and Deaf Educator to review and determine if additional information is needed. Head Start was contacted to confirm their locations in the Tri-Cities. TEIS was contacted and asked for a list of their state approved Day Cares in the Tri-Cities.*
- 3. In providing these lists, parents are made aware of other services, and how to contact them if the child does not qualify for Part B.*

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Category *PI* *21*

Strategy

Parents of children with disabilities are informed of progress at least as often as their non-disabled peers.

Summary of Actions

Mandatory in-service was held August 23 and 24, 2004 to review the correct procedure on when to send progress reports to parents and how to mark the IEP goal sheets. File review in April 2004 indicated 22 of 174 records reviewed did not have progress noted on the IEP. The November 2004 record review indicated an improvement with only 3 of 167 records not noting progress on the IEP. These actions have improved communication between school and home.

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*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

**System Name:** Sullivan County Schools

**0820**

**Category**      **FLRE**      **29**

**Strategy**

*Extended School Year services will be available across all categories and severities of disabilities.*

**Summary of Actions**

*Mandatory in-service was held August 23 and 24, 2004 to review the correct procedure for addressing Extended School Year (ESY) on the IEP. File review conducted in April 2004 indicated 28 of 174 records reviewed did not address ESY correctly. The November 2004 record review indicated an improvement with only 12 of 167 records addressing ESY incorrectly. Addressing ESY correctly will identify those students who will show regression during the summer months, so those students may receive additional instruction to maintain their skills and be better prepared for the next school year.*

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Category **FLRE** **39**

Strategy

Appropriate FBAs and BIPs will be provided to children with disabilities as required.

Summary of Actions

- 1. Mandatory in-service was held on January 18, 19, 20 and 25 to address writing appropriate Behavior Intervention Plans.*
 - 2. Throughout the 2004-2005 school year 20 BIPs were sent to the Behavioral Specialist for review.*
 - 3. The Behavioral Specialist reviewed and gave feedback to each teacher submitting a BIP.*
 - 4. Behavior Intervention Plans were monitored by March 31, 2005 using the TDOE data sheet by teachers and Zone Coordinators. Review of 20 Behavior Intervention Plans indicated that only 5% lacked adequate information. This is an improvement of 16% from the 2003-2004 school year.*
 - 5. These actions have improved the development of behavior plans, which directly affects student behaviors. These have reduced student suspensions.*
- ~~~~~

***Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

System Name: Sullivan County Schools

0820

Category *OR* 45

Strategy

There will be an increase of available linkages for transition services.

Summary of Actions

In-service was held on September 14, 2004. The in-service was conducted by Frank Gosnell, SDOE. Frank gave updates on changes in Work Base Learning. He also reviewed the transition page of the IEP and answered questions. Frank provided sample transition pages for teachers to review, discuss and gave suggestions for information to implement on the transition page. The teachers worked in groups and developed a list of businesses for each school zone for possible WBL sites. East High School has students working in the school cafeteria as a WBL site. They are presently working on other possible WBL sites. North and South High School have several more students participating in WBL. The above in-services provided students with incentives to remain in school and provided them with job experiences and skills.

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**Category      *OR*      46**

**Strategy**

*Children with disabilities, beginning at age 14, will have IEPs that include a statement of transition service needs that focus on the student's course of study.*

**Summary of Actions**

*On September 14, 2004, a mandatory in-service was held for middle and high school special education teachers to discuss transition and the student's course of study. The LEA and Frank Gosnell, SDOE, conducted the in-service. An overhead presentation was presented to discuss the importance of transition to the student's course of study. Frank gave handouts and examples of the transition page of the IEP. Teachers were provided a time to ask questions. Teachers were placed in groups and a time was given for them to discuss transition and the student's course of study. On March 31, 2005, a mandatory in-service was held for the High School Special Education teachers to discuss with Jack Barnes, Assistant Superintendent/High School Supervisor, course of study, class offerings, and other options for special education high school students. A discussion was held to relate course of study to transition plans. There was also a discussion for a need of more vocational class offerings. The above in-service opportunities helped the teachers to encourage their students to plan for their future goals. The students began to plan for life skills and future employment.*

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*Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

System Name: Sullivan County Schools

0820

Category *OR* *47*

Strategy

Youth with disabilities, beginning at age 14, will participate in the transition planning.

Summary of Actions

In-service was held on September 14, 2004, to discuss services for Sullivan County students. Frank Gosnell, TSDOE, Gracine Hensley and Phyllis Stewart for Vocational Rehabilitation and the LEA staff conducted the in-service. All middle and high school special education teachers and high school guidance counselors were present. Each department discussed the qualification for service for students.

File reviews were conducted during November 15-19, 2004. This file review collected data for the Invitation to the Meeting and the signature of the students on the IEP. There were 167 records reviewed. Out of the 167 records only 3 did not have the student involved by age 14 (0.017%) and only 9 did not have the student invited to the transition meeting (0.05%) which is significant decrease from last year. We are showing a great improvement on these areas. Coordinators are continuing to monitor records to check for signatures of the student and the student being invited to the meeting.

As a result of these steps, the students are being invited and involved in the transition planning and to the meetings with Vocational Rehabilitation. Students are involved in their IEP/transition planning.

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Category      *OR*      *50*

Strategy

*Facilities that serve students with disabilities will be comparable and accessible.*

Summary of Actions

- 1. Handicap accessible parking spaces were painted or repainted at 14 schools.*
- 2. Loading/unloading signs were added at 7 schools.*
- 3. Handicap restroom signs were added at 5 schools.*
- 4. Building access signs were added at 9 schools instead of 10 since Gravely will be closed in the fall of 2005. These actions will improve the ability of physically handicapped students to more easily find handicap accessible facilities.*

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***Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

System Name: Sweetwater City Schools

0621

Category **GS** **11**

Strategy

The Sweetwater City School system will provide inservice training for professional staff to address needs identified through file review.

Summary of Actions

- 1. Inservice was held on August 12, 2004. The following topics were discussed; Pre-vocational/vocational assessment, date of progress report sent home, justification of removal/general education, ESY considered, IEP-team includes parent, documentation of parental consent, IEP reviewed by teachers not attending, parent copy of evaluation, prior written notice for assessment and placement, verification of 40 school days from consent to placement, consent for placement, current classroom based assessment, consent for re-evaluation, and notice of current IEP meeting date.*
- 2. The system held two file reviews during the school year. The first was held on November 30, 2004 and the second on March 11, 2005. Results found that progress has been made toward improving problem areas in our files.*
- 3. Individual mentoring was provided to teachers, as needed, based upon the results from the file reviews.*

How these actions have affected student's outcomes?

Student outcomes will improve as services are driven by identified needs. The skills learned in training have enabled our staff to be certain that they are meeting the needs of the students they serve and maintain files which are in compliance with state and federal guidelines.

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**Category**      **ECT**      **13**

**Strategy**

*Strategy: The Sweetwater City School system will participate in transition training jointly to Parts B & C providers and parents.*

**Summary of Actions**

- 1. Parents of children eligible for Part C and Part B services were invited to three transition training meetings during the 2004-2005 school year.*
- 2. Sign-in sheets and agendas from these transition training meetings have been maintained to show that parents have attended these meetings.*

*How these actions have affected student's outcomes?*

*Compared to the previous school year, there was an increase in parent participation in transition training meetings during the 2004-2005 school year. As a result of parent participation in these meetings, parents were better prepared for transition between Part C and Part B, leading to improved outcomes for students.*

*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

**System Name:** Sweetwater City Schools

**0621**

Category      **PI**      **20**

**Strategy**

*The Sweetwater City School system's program improvement activities will reflect the identified needs of parents of children with disabilities.*

**Summary of Actions**

1.      *A needs assessment was distributed to parents of children receiving special education services in September of 2004.*
2.      *Two parent training sessions were held during the 2004-2005 school year. The first was held on November 18, 2004. The second was held on February 22, 2005. Training focuses on the top three priorities noted on the needs assessment.*
3.      *Agendas and sign-in sheets for the trainings were maintained as documentation of these trainings.*

*How these actions have affected student's outcomes?*

*Student outcomes improve as assistance to parents are driven by identified needs.*

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Category **PI** **21**

Strategy

The Sweetwater City School system will demonstrate that parents of children with disabilities are informed of progress at least as often as their non-disabled peers.

Summary of Actions

1. *Inservice for special education teachers was held on August 12, 2004. Correct procedures for updating student goal sheets were discussed.*
2. *The system held two file reviews during the 2004-2005 school year. The first was held on November 30, 2004 and the second on March 11, 2005. Results found that progress had been made toward correctly completing goal sheets as the number of files in compliance increased from the fall file review to the spring file review.*

How these actions have affected student's outcomes?

Outcomes for students with special needs will improve as teachers keep parents informed of their child's progress.

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***Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

**System Name:** Sweetwater City Schools

**0621**

**Category**      **PI**      **22**

**Strategy**

*The Sweetwater City School system will demonstrate that parents of children with disabilities are appropriately informed of parental rights and responsibilities.*

**Summary of Actions**

1.      *Inservice for special education teachers was held on August 12, 2004. This session including training on how to be certain that parents and staff are appropriately informed about parental rights and responsibilities and how to correctly document this effort in student IEPs. .*
2.      *The system held two file reviews during the 2004-2005 school year. The first was held on November 30, 2004 and the second on March 11, 2005.*

*How these actions have affected student's outcomes?*

*As informed parental consent increases, outcomes for children with special needs will improve.*

~~~~~  
Category **PI** **23**

Strategy

The Sweetwater City School system will demonstrate that parents of children with disabilities are actively involved in decision making for their children.

Summary of Actions

1. *Inservice for special education teachers was held on August 12, 2004 to address how to improve our rate of parent participation in IEP-team meetings, how to use prior written notice, and how to obtain parent consent for re-evaluation.*
2. *The system held two file reviews during the 2004-2005 school year. The first was held on November 30, 2004 and the second on March 11, 2005. Results found that progress had been made toward involving parents in decision making for their children..*

How these actions have affected student's outcomes?

Student outcomes will improve as parents are actively involved in decision making for their children.

***Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

System Name: Sweetwater City Schools

0621

Category *FLRE 26*

Strategy

Strategy: children in the Sweetwater City School system will receive timely evaluations including children transitioning from Part C.

Summary of Actions

- 1. The Sweetwater City School system maintained a cumulative list of referrals and evaluations for special education services during the 2004-2005 school year (beginning in August 2004). Timelines were monitored. Only one file was found to be out of compliance, documentation as to why this was the case was included in the student's file (parent would not return checklists).*
- 2. Inservice training was held on August 5, 2004. Staff were trained on reviewing transfer records so that all records would comply with evaluation timelines.*
- 3. The system held two file reviews during the school year. The first was held on November 30, 2004 and the second on March 11, 2005. Results found that at least 90% of the files were in compliance with evaluation timeline regulations.*

How these actions have affected student's outcomes?

Student outcomes will increase as evaluations are completed in accordance with timeline regulations.

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**Category      *FLRE      29***

**Strategy**

*: The Sweetwater City School system will demonstrate that ESY services are available across categories and severities of disabilities.*

**Summary of Actions**

- 1. Inservice was held for special education staff on April 12, 13,16, and August 12, 2004. ESY consideration was covered as well as how to document this consideration correctly on IEPs.*
- 2. Inservice was held for general education staff on August 5, 2004. ESY consideration was covered.*
- 3. The system held two file reviews during the school year. The first was held on November 30, 2004 and the second on March 11, 2005. Results found that ESY had been considered appropriately in all files reviewed.*

*How these actions have affected student's outcomes?*

*Inservice training was completed and all files were found to be in compliance. This will result in improved outcomes for students as they will receive appropriate services (including ESY, when necessary).*

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***Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

System Name: Sweetwater City Schools

0621

Category ***FLRE*** ***34***

Strategy

: The Sweetwater City School system will demonstrate that children with disabilities participate in and progress in the general curriculum or preschool children participate in appropriate activities

Summary of Actions

- 1. Inservice training was held on August 12, 2004. Special education staff were trained on correctly addressing participation of students with disabilities in the general curriculum in IEPs.*
- 2. General education teacher were trained during an inservice on August 5, 2004. Part of this training was including children with IEPs in their classrooms.*
- 3. The system held two file reviews during the school year. The first was held on November 30, 2004 and the second on March 11, 2005. Results found that all files addressed participation of special education students in the general curriculum appropriately.*

How these actions have affected student's outcomes?

Student outcomes will improve as students participate to the appropriate extent with their nondisabled peers.

~~~~~  
**Category**      ***FLRE***      ***39***

**Strategy**

*In the Sweetwater City School system, appropriate FBAs and BIPs will be provided to children with disabilities (as required).*

**Summary of Actions**

- 1. Inservice for special education and general education teachers was held on August 5, 2004. Staff was taught how to determine when a student should be referred for an FBA, the procedures for conducting an FBA, and how to write and revise BIPs.*
- 2. The system held two file reviews during the school year. The first was held on November 30, 2004 and the second on March 11, 2005. Results found that appropriate FBAs and BIPs have been provided to children with disabilities as required.*

*How these actions have affected student's outcomes?*

*Appropriate FBAs and BIPs will result in improved student outcomes as academic engagement increases when off-task and disruptive behavior decreases.*

*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

**System Name:** Sweetwater City Schools

**0621**

**Category**      **ST**      **46**

**Strategy**

*In the Sweetwater City School system, children with disabilities, beginning at age 14 or younger, have IEPs that include a statement of transition service needs that focuses on the student's course of study.*

**Summary of Actions**

- 1. Inservice for special education and general education teachers was held on August 5, 2004. Training on writing transition statements that focus on student's course of study was given.*
- 2. The system held two file reviews during the school year. The first was held on November 30, 2004 and the second on March 11, 2005. Results found that IEPs are including statements of transition service needs that focus on the student's course of study.*

*How these actions have affected student's outcomes?*

*IEPs that include appropriate statements of transition services will lead to improved outcomes for students as students' course of study will focus on desired post-school outcomes.*

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***Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

System Name: Trousdale County Schools

0850

Category **PI** **20**

Strategy

Ensure that special education teachers are sending IEP goal progress reports home at least as often as report cards are issued.

Summary of Actions

1. A staff meeting was held on Monday, September 20, 2004 after school. Among the topics discussed were the importance of sending progress reports home at least every six weeks. Proper completion of this page of the IEP was reviewed with all staff, and explained in further detail to new special education teachers as needed.
2. Spot checks were conducted after the end of the second and fourth six weeks of the school year (11/18/04 and 3/4/05, respectively). Two files randomly selected from each special education teacher were check for documentation of progress reports being sent home (26 files). On 11/18/04, 4 of 26 files (15%) were found to lack documentation. On 3/4/005, 6 of 26 files (23%) lacked documentation for sending progress reports home. Administrative staff continues to work with teachers on this issue.

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**Category**      **PI**      **21**

**Strategy**

*We wanted to develop a more structured method of assessing the needs of the parents of the children we serve. We plan to use the data collected from these surveys on a continuous basis in our planning of program improvement activities for each school year.*

**Summary of Actions**

1.      A parental needs assessment was developed by special education staff, with input from teachers, assessment personnel, and administrators.
2.      The needs assessment will be distributed system-wide to the parents of all special education students, in grades preschool through twelve, on Tuesday, March 15, 2005.
3.      The deadline for returning the needs assessment is set for Thursday, March 23, 2005.
4.      Results from the needs assessment will be summarized in brief report form and distributed system-wide to parents, principals, special education staff, and the Director of Schools during the week of April 4, 2005.
5.      A meeting of all special education personnel is scheduled for Thursday, April 7 from 3:00 to 4:00 p.m. as a follow-up to discuss program strengths and areas in need of improvement, and to brainstorm ways in which we can improve our program for the next school year.
6.      Any and all changes in the policies or procedures used by the Special Education Department that are the direct result of analyzing parental needs assessments will be communicated to all relevant personnel as they occur.

*How these actions will affect student outcomes: Parents' satisfaction with their child's special education program should increase if they believe their needs are taken into account in an accurate and systematic fashion by the school system. Special education personnel will be better able to recognize and understand the parents' point of view in terms of their child's educational program, and will be able to communicate more effectively with parents. More effective communication between parents and the special education department should lead to more positive student outcomes in general.*

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Friday, July 29, 2005

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*Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

System Name: Trousdale County Schools

0850

Category *ST* *47*

Strategy

Our department intends that parents of children with disabilities age 14 and older better understand the transition planning process. In order to accomplish this, we plan to offer annual information sessions for parents that focus on transition requirements.

Summary of Actions

- 1. Thirty-five students were identified as having their 14th birthdays between the beginning and end of this school year.*
 - 2. The teachers of these students offered a variety of suggestions about what parents may want to know about transition including Gateway testing, regular vs. special education diplomas, services available after high school, information about colleges, etc.*
 - 3. Ten of 35 parents reported that they planned to attend (29%).*
 - 4. The 6 parents and 6 students who attended on 3/30/05 completed a survey at the end of the presentation (N=12).*
 - 5. Parents and students reported that they gained knowledge from the presentation, but indicated they would like even more information about the Gateway, work-based learning, and services available after high school. They also suggested more life skills classes at the secondary level as well as the possibility of creating a handbook of transition resources for parents and students.*
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***Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

System Name: Tullahoma City Schools

0162

Category *PI* 18

Strategy

TCS will increase opportunities for preschool placements in inclusive and/or integrated settings to 100% in our CDC special education settings.

Summary of Actions

- 1. A survey was developed by September 1, 2004 and will be conducted during November and December 2004. Out of 6 parents responding to the integrated preschool survey, 4 indicated that special education setting with appropriate developing peers would be their preference. Headstart, daycare, and inclusion received one request each.*
- 2. Presently, two typical peer models, attend the CDC class. Also, the preschool program has students involved in integrated settings at The Learning Place, Tullahoma Daycare, South Central Headstart.*
- 3. In September, 2004, the preschool coordinator, preschool teacher, and special education director visited Rutherford County preschool program to get ideas on improving integrated setting opportunities. By August 1, 2005, TCS will have an increased number of typical peer models in our preschool special education setting.*

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**Category      *ST*      41**

**Strategy**

*To assure that all placement options are available to meet the individual needs of all children with disabilities.*

**Summary of Actions**

- 1. An inclusion assistant was added (July 04) to assist special education students enrolled in Gateway classes.*
- 2. New PACEware software, COACH software and workbooks have been purchased to address Gateway remediation for all students (September 04). The resource pre-algebra/algebra teacher will be moved to a computer lab in January 2005 to access software.*
- 3. Selected high school staff will visit a total inclusion high school in December 2004 for observation/training.*
- 4. SPED staff, high school counselors, and administrators will collaborate to ensure that special education classes are aligned with Gateway assessments (December 04, January 05).*
- 5. Bel-Aire Elementary school and Farrar Elementary School are contracting with LRE for Life for technical assistance to address inclusion (September 04-April 05)*

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***Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

System Name: Tullahoma City Schools

0162

Category ***ST*** ***45***

Strategy

Available linkages to transition service providers increases an attached list of 14 secondary transition linkages includes #2 Vocational Rehab; #1 Skills adult; #14 UTC; #6 Motlow; #8 TN TECH (colleges and universities); #4 military.

Summary of Actions

- 1. Survey developed and completed by employers in October 2004 for student WBL work sites.*
- 2. The remaining 10 linkage agencies have been contacted for transition participation (THS staff) June 2004.*
- 3. The post school survey has been conducted for the 33 SWD who graduated June 2004. (conducted and tallied November, December 2004)*
- 4. School based enterprises were organized in October 2004. Community based training was established at Goodwill Enterprises two times per month. October 2004.*

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**Category**      ***OR***      ***50***

**Strategy**

*To assure that facilities that serve students with disabilities are comparable and accessible.*

**Summary of Actions**

- 1. All items listed in TDOE data sheet have been corrected with the exception of water fountain in west wing of East Lincoln (new school construction in near future). August 2004*
- 2. A work order has been placed to TCS Maintenance department with appropriate stall measurements to meet ADA requirements.*
- 3. A new ramp was constructed on the south side of THS (gym entrance) and existing ramp was upgraded. November 2004*

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***Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

System Name: Washington County Schools

0900

Category **GS** **11**

Strategy

The Washington County Dept. of Education intends to assess and provide preservice and inservice training to meet the needs of our personnel by providing the knowledge, skills and training to meet the unique needs of all children with disabilities.

Summary of Actions

1. *A needs assessment was developed and distributed to determine the top five areas of need for in-service requested by teachers, assistants and bus drivers.*
2. *The results were compiled and ranked in order of need.*
3. *Training sessions addressing these top five areas of need have been offered during the NETNSES Conference in July of 2004, and during the course of the school year.*
4. *Washington County Dept. of Education will repeat the needs assessment on an annual basis in the spring of each school year to ensure that training needs are up-to-date.*

These actions have improved student outcomes by ensuring that every teacher, assistant and bus driver is given an opportunity to have input into the types of in-service training that are offered during the course of the year, which facilitates ownership of and responsibility for the education of the students they are involved with.

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**Category**      **PI**      **19**

**Strategy**

*Washington County Department of Education is determined to involve parents with the opportunity to improve services for their children by being involved in program improvement activities.*

**Summary of Actions**

- 1) *Results of the LEA developed needs assessment were compiled by individual schools and presented to principals in January, 2005*  
*All parents of students with disabilities were sent information on parent workshops regarding behavior management, autism, and transition.*  
*The needs assessment has provided the Special Education Department with specific areas of training indicated by parents that would enable them to be better equipped to participate in program improvement activities in their child's school resulting in increased parent involvement and support for children with disabilities.*
- 2) *A Parent Advisory meeting was scheduled in October 2004 but no parents attended. The re-administered LEA needs assessment has revealed 84 parents interested in participating in the Parent Advisory Council. The Sp Ed Dept intends on re-establishing the council over the summer 2005. The Parent Advisory Council was intended to provide parents the opportunity to be involved in program improvement activities for the system resulting in increased parent involvement and support for children with disabilities.*
- 3) *All principals in Washington County were sent a memo in September 2004 encouraging participation of parents of students with disabilities in the School Improvement Planning process. The encouragement of parent participation in the School Improvement Planning process will increase parent involvement resulting in positive parent support for children with disabilities.*

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Friday, July 29, 2005

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**Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY**

System Name: Washington County Schools

0900

Category **PI** **20**

Strategy

WCDE intends that that the needs of parents of students with disabilities will be reflected in all program improvement activities.

Summary of Actions

- 1) A parent friendly needs assessment was developed and administered to parents in November 2004. 175 were returned. The needs assessment has provided the sp ed department information regarding specific areas of training that would enable parents to participate in program improvement activities resulting in increased parent involvement and support for children with disabilities.
- 2) Results of the needs assessment were compiled and given to principals at their respective schools. Principals were encouraged to share the results with staff and parent/teacher organizations. The needs assessment process was intended to provide schools with information for effective program planning for parents, teachers, and administrators resulting in program improvements for students with disabilities.
- 3) The needs assessment was re-administered in April 2004. 347 assessments were returned. Individual schools as well as system-wide results were compiled. The results will be made available to principals and parent/teacher organizations for program planning for the 2005/06 sy. When the Parent Advisory Council is established, results will be available for planning activities for parents as well. The needs assessment process has provided the Sp Ed dept information which will direct effective planning and program development for students with disabilities.
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Category **PI** **23**

Strategy

WCDE intends that parents of students with disabilities will be actively involved and informed in the decision making of their children.

Summary of Actions

- 1) A parent friendly needs assessment was developed and administered to parents in November 2004. 175 were returned. The needs assessment has provided the sp ed department information regarding specific areas of training that would enable parents to participate in program improvement activities resulting in increased parent involvement and support for children with disabilities.
- 2) Results of the needs assessment were compiled and given to principals at their respective schools. Principals were encouraged to share the results with staff and parent/teacher organizations. The needs assessment process was intended to provide schools with information for effective program planning for parents, teachers, and administrators resulting in program improvements for students with disabilities.
- 3) The needs assessment was re-administered in April 2004. 347 assessments were returned. Individual schools as well as system-wide results were compiled. The results will be made available to principals and parent/teacher organizations for program planning for the 2005/06 sy. When the Parent Advisory Council is established, results will be available for planning activities for parents as well. The needs assessment process has provided the Sp Ed dept information which will direct effective planning and program development for students with disabilities.
- 4) The Surrogate Parent training scheduled for September 2004 was not held due to the Department of Children Services providing Surrogate Parent Training for all foster children enrolled in Washing County Schools.
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***Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY***

System Name: Washington County Schools

0900

Category **PI** **24**

Strategy

WCDE intends that parents of students with disabilities be informed of opportunities to participate in the local self-assessment process, advisory panels, and steering committees.

Summary of Actions

- 1) PTA/PTO organizations in WCS invite all parents to participate by sending information by students at the beginning of each school year. Regularly scheduled PTA/PTO meetings are held and all members are given an equal opportunity to participate in all school activities. A letter was sent to all PTA/PTO presidents in September 2004 encouraging participation by parents of special needs children. The participation in PTA/PTO provides parents opportunities to be involved in program improvement activities in their designated schools resulting in increased parent involvement and support for children with disabilities.
- 2) The establishment of the Parent Advisory Council was intended to inform parents of the opportunities to participate in program improvement activities in their child's school. Such participation will involve parents in the educational process of their child resulting in increase parent involvement and support for children with disabilities.
- 3) The needs assessment was administered in November 2004. A total of 32 parents indicated they would be interested in participating in advisory panels and steering committees. The needs assessment was re-administered in April 2005 and 84 parents indicated an interest in being active in the Parent Advisory Council and steering committees. Utilizing the parent needs assessment and actively involving interested parents in the local self-assessment process, advisory panel, and steering committees will provide parents the opportunity to be involved in program improvement activities in their child's school resulting in parent involvement and support for children with disabilities children.

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**Category**      **ST**      **47**

**Strategy**

Students with disabilities will participate in appropriate transition planning.

**Summary of Actions**

1. On December 1st and 2nd, 2003, and again on August 13th, 2004, all WCDE special education teachers participated in in-service training which included how to document student involvement in transition planning.
2. Monitoring of student records completed in April 2005 indicated an increase in the percentage of students signing their IEP's from 86% to 97% (28 out of 29 monitored records).
3. The results from question #10 on the 2004-2005 parent survey indicates that the number of parents acknowledging the presence of their student at the transition portion of that student's annual IEP meeting increased from 55% to 68% (54 out of 79 responses).

These actions have improved student outcomes by ensuring that every teacher, student, and parent is directly involved in the transition planning of the student, which facilitates ownership of and responsibility for the student's educational program.

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*Actions Taken by System's To Improve Programs for Students
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

System Name: Weakley County Schools

0920

Category **GS** **11**

Strategy

To ensure that in-service trainings for professional staff address "identified" needs.

This Program Improvement Plan (PIP) also serves for areas identified in Parent Involvement (PI) #23, FAPE in the LRE (FLRE) #38, and FAPE in the LRE (FLRE) #40.

Summary of Actions

- 1. In August 2004, a formal needs assessment was conducted with the special education professional staff.*
- 2. These results were compiled in August of 2004 to determine the areas of interest and needs.*
- 3. Beginning in October 2004, special education in-service programs began to address some of the identified needs, including needs identified during the file review. In addition, opportunities for professional development outside of the school system were presented and their attendance encouraged. It was noted that with administrator approval a substitute, etc. would be provided.*

During the November 2004 special education in-service, teachers who had attended workshops conducted presentations in order to share learned information. Other topics relating to the identified needs were presented as well.

Throughout the 2004-2005 school year, workshop offerings have been shared with the professional staff and some members of the staff have chosen to take advantage of these opportunities.

- 4. In February of 2005, a review of student records was conducted. In order to review student files for the specific corrections, a random sampling of student files in the following groups was conducted: ages 14 and older; 2004-2005 reevaluations; and 2004-2005 initial referrals. No area of the student file review indicated more than 10% minuses.*

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*Actions Taken by System's To Improve Programs for Students  
Areas Identified in 03-04 SY; Actions Taken in 04-05 SY*

**System Name:** *Weakley County Schools*

**0920**

**Category**      ***PI***      ***20***

**Strategy**

*To ensure that the results of program improvement activities reflect the identified needs of parents of children with disabilities.*

**Summary of Actions**

- 1. In August of 2004, a survey was sent to the parents/guardians of students with disabilities.*
- 2. The results of the returned surveys were compiled in September of 2004.*
- 3. In January of 2005, a workshop, the content of which was based on the information obtained from the surveys, was presented by the special education staff to parents and teachers.*

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